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COUNCIL OF CHURCH BOARDS OF EDUCATION

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A STATISTICAL SURVEY OF ILLINOIS COLLEGES

BY
B. WARREN BROWN,
SURVEY SECRETARY

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OF EDUCATION

A STATISTICAL SURVEY

OF

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PUBLICATIONS OF THE COUNCIL OF CHURCH BOARDS OF EDUCATION

This is the first of a series of publications contemplated by the Council of Church Boards of Education in the prosecution of a Forward Movement for Christian Education. Much material of a valuable nature is already at hand in the central office in Chicago, and more will be gathered, as needed, to bring to the public the facts of our educational institutions and the needs of religious education in America.

In the absence of a Committee of Publication, not yet appointed, I must assume final responsibility for the publication of this Survey in its present form. At my request the Council ordered the preparation of the Exhibit of Illinois Colleges for the annual meeting of the Association of American Colleges in January, 1917; and again, at my request, ordered the completion of the survey and the present publication. The public and the colleges indeed are indebted first to the Council for the entire undertaking; they have financed the project. The Council and I in turn are both indebted to Mr. Brown for the energy and faithfulness with which he has conducted the survey and here presented the material. For the concept of the book, and for its faults and limitations I alone must be held responsible.

THE EXECUTIVE SECRETARY.

FOREWORD

A cautious man will deliver himself with reserve upon any subject of prominent public concern about which much is felt and desired and little of importance is known. The caution manifest in all representative gatherings of higher educationalists,—administrators and specialists,—is indicative of the fact that the vital problems of higher education, general or institutional, are matters of strong public and private interest, but that about them, though much is guessed and strong things are said, yet few of the really vital facts are known, and even these known only to small groups and in scattered forms. Colleges and universities have been so busy building themselves that they have neglected self-analysis and the deeper meaning and importance of the general educational movement which has now caught them and is limiting and determining their activities.

When we stop to make up the account the sum of our ignorance becomes astounding. It is scarcely credible, but true, that even large and wealthy universities are still without a statistician, dependent upon an uninforming bookkeeper's statement for what little knowledge they have of their own operations. The people, with some justice, complain that real knowledge about the work of State Universities appears reducible to the hugeness of the undertaking, the bigness of the crowd and the bulkiness of the catalogue. So long as such things are in any degree true, it is impossible for us to give definite account of any general movement or to point the specific bearing of it. We apprehend and assume, but we do not know. The facts are not at hand. Available educational statistics warrant no definite conclusions as to the pedagogic or administrative desirability of our composite State Universities; of the present organization of graduate schools therein; of the real tendencies in liberal arts and sciences in colleges and universities; of the present

tendencies in liberal and in technical education of college grade; the efficiency of our work with freshmen and sophomores; the significance and function of the two upper years in the college course; the value of our output in the work and the life of the world. On these and on many similar topics we speak with but little knowledge when we speak at all.

This publication is in itself the result of an open demand from the college world for the facts as they are. The Council of Church Boards of Education, organized five years ago and now comprising Boards of Education of 18 denominations, has authorized the survey and ordered the publication of the facts. The Association of American Colleges, organized two years ago, is sympathetically co-operating with the movement and welcoming such open inquiry into educational conditions and movements. It is but a beginning, is limited in its investigation to the State of Illinois and to certain specific problems of the colleges of that State. Our manifest purpose has been to discover and disclose such facts as would enlighten the Church Boards of Education upon the relation of the Church to the Colleges and inform the colleges of their relation to each other; of their common interest in all educational development and their relationship to this development. On some matters here covered only partial reports are available. We are aware that what we have not done is even more important than what we have done, and that the value of this survey is largely dependent upon further investigation and report. The colleges of our country will scarcely remain satisfied until they have discovered and disclosed the present actual function and the probable future function of the college in the educational system of America.

The collection and presentation of the facts comprising this publication have been made by Mr. B. Warren Brown, Survey Secretary. Mr. Brown now joins me in expressing to the Illinois Colleges and to the Boards comprising the Council of Church Boards of Education our appreciation of their help and co-operation in this work.

RICHARD WATSON COOPER.

STATISTICAL SURVEY OF ILLINOIS COLLEGES

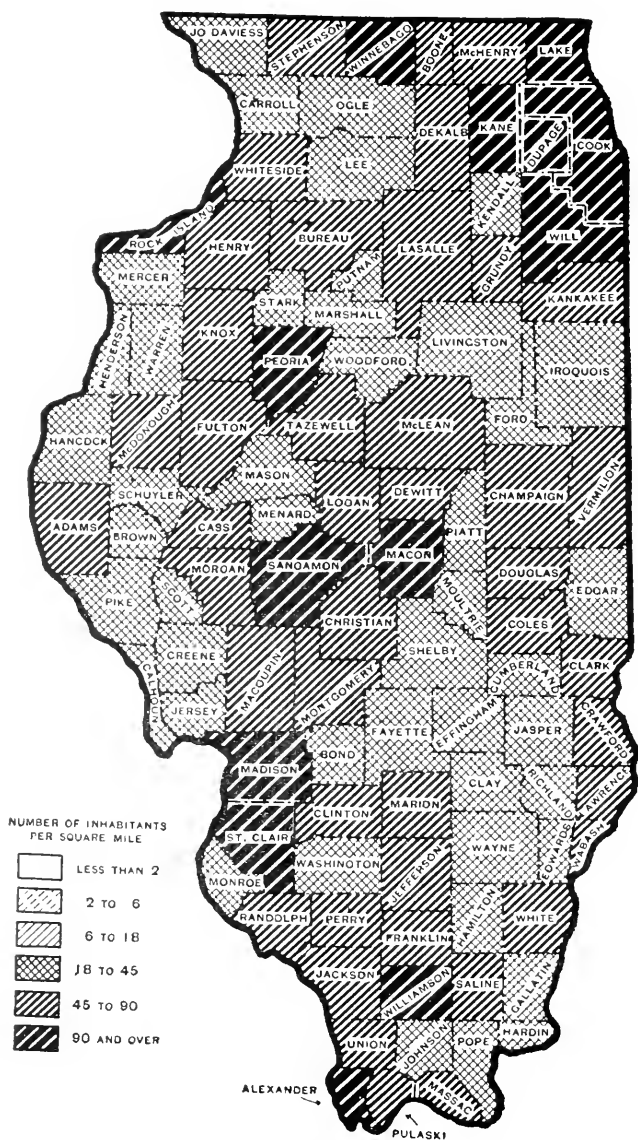
The facts presented in this survey were collected during the months of December, 1916, and January and February, 1917, through a central office in Chicago established by the Council of Church Boards of Education. The aim of the bulletin is not to enter into the internal problems of any institution in the state, or to attempt any work of standardization. Rather this is an effort to measure quantitatively some of the relationships which obtain between the American college, the general educational system, and the church.

This object is unquestionably desirable from the standpoint of the college in helping to articulate the church and endowed institutions with the larger educational system. It is equally important to the forces of religious education to apprehend the position of the last great educational institution still in their hands. Institutions for general education, for professional training, and for research, have passed almost entirely under the control of the state. The extent of that tendency with reference to liberal arts training, a task which heretofore the church has regarded as the particular field for its institutions, should not be overlooked. As between the college and the church, it involves the supply of church leadership. As between the religious forces and the state, it registers the verdict of society as to which shall in fact control and determine the type of social leadership.

Of necessity a single survey of this character is only a local contribution to the problem. There is some reason to suppose, however, that Illinois is fairly representative of the social and educational elements which characterize the entire country, and that it represents today conditions toward which many states with smaller populations are rapidly moving. Where possible, also, the survey has drawn on more general studies for purposes of comparison. Again, it is inevitable that a single survey represents only a cross section in time on many points.

Efforts have been made to reinforce this view by tracing tendencies for at least a short period of years.

DENSITY OF POPULATION OF ILLINOIS,



SOURCE OF STUDENTS

The state of Illinois includes a land area of 56,043 square miles, with a total population of 4,821,550 in 1900, in 1910 of 5,638,591, and in July, 1916, of 6,152,257. The density of population in 1890 was 68.3 per square mile, in 1900, 86.1, in 1910, 100.6. It is significant of the distribution that a line drawn through the centers of population for the last four decades points directly toward Chicago. The city has grown faster than the state.

I. Geographic Source of Students

A. By Population:

Comparing the attendance at institutions of college grade with the population, and using the census estimate of 10% for Illinois as the proportion of total population in the age group 17 to 23, inclusive, we find that for 1914 one out of every 33 of that age group was in college. This is slightly lower than the ratio for the New England states (average 1 to 30), Ohio (1 to 30), and California (1 to 22), but gives Illinois a rather high rank quantitatively in the field of higher education. (G. F. Ream's study 1916 from government statistics.)

B. By Location:

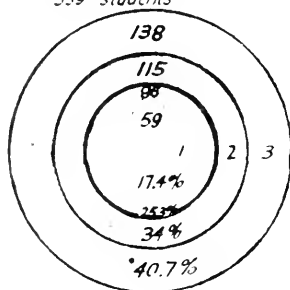
President Nollen of Lake Forest College has already called attention to the fact that "there is no point in Illinois more than 75 miles from a college, and from most of the state, several colleges lie within a radius of 50 miles". This fact is amply demonstrated by plate 26, which, however, does not include any institutions such as Beloit, situated on the border of the state and reaching Illinois territory. As might be expected from the steady shift in population, the greatest overlapping in college territory is about Chicago, and again in the northwestern portion of the state. Comparison of plate 4, showing density of population, with that on the location of institutions, emphasizes this general relationship of density of population to higher education.

There is a more vital connection, however, in the extent to which location determines attendance. It was

Geographical Source of Student Bodies

(4 Regular College Classes only)

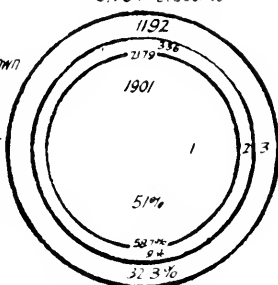
Womens Colleges
339 students



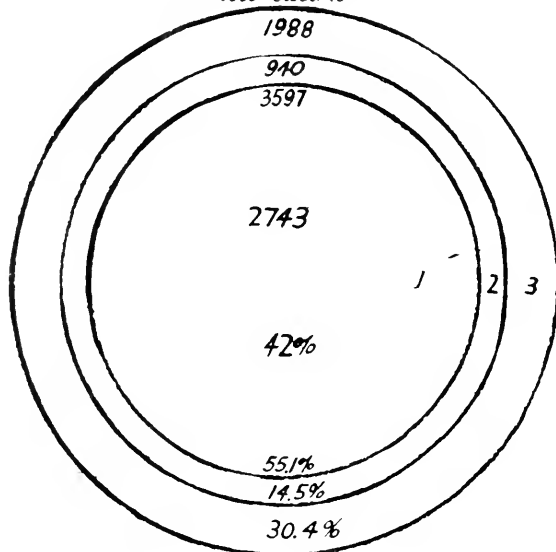
Students from local town

- ① from within 50 miles
- ② others from Illinois
- ③ from other states

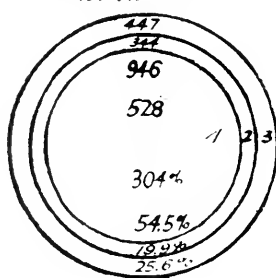
Universities (2)
3,707 students



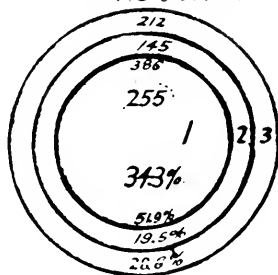
21 Endowed Illinois Institutions.
6525 students



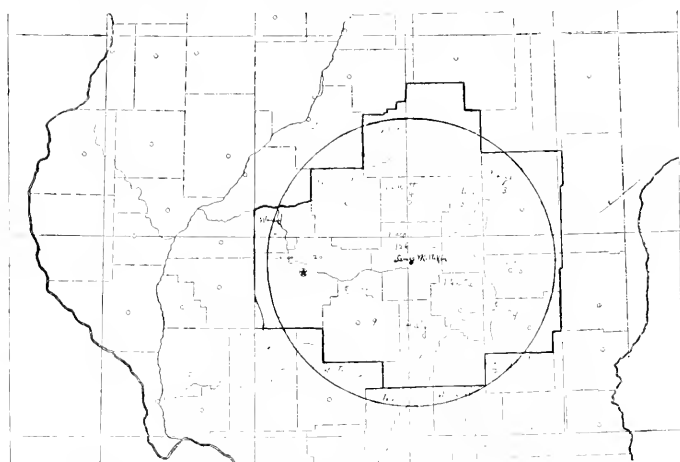
Colleges 125 Students up (7)
1736 students



Colleges Under 125 Students (10)
743 students



stated in the Iowa Survey conducted by the United States the majority of their students from within a radius of Bureau of Education in 1916 that "most colleges draw fifty miles. Few institutions obtain any considerable percentage of their enrollment from outside a circle with a radius of one hundred miles". Maps of each institution were presented in confirmation of this fact. Space does not permit here the inclusion of similar maps for each Illinois institution. The map here included indicates the



basis on which institutions were charted. The conclusion seems to confirm and carry somewhat further the government study. Only regular students in the four college classes from 21 non-state institutions were studied in this connection, and those limited to strictly liberal arts groups. Figures for each institution were averaged between the 1914 and 1916 distribution of students to avoid the irregularity of a single year.

Out of 6,225 students 2,743, or 42%, live in the college town. Undoubtedly the families of many of these (probably not more than 20%) moved to the college town for educational advantages. This, however, is somewhat counterbalanced by the large number of special, preparatory, and music students commonly living in the college community, who are entirely excluded from the above per

cent. Three thousand five hundred and ninety-seven students, or 55.1% (including the above 42%) came to college from within a radius of fifty miles. That this radius, as determined by county lines, was fairly conservative, is indicated by the accompanying chart, page 7. Beyond the circumference of this circle the drawing power of an institution drops off tremendously. Only 940, or 14.5%, additional students are secured from the remainder of the state. 1988 liberal arts students, or 30.4%, come to Illinois from other states, but apparently for reasons other than the nearness of the institution.

Grouping institutions by size and kind (see chart 6), it is notable that the universities maintain as high a ratio of local dependence and patronage as any other group, and that they draw a little more strongly from outside the state. Apparently, the women's colleges are quite independent of mere location, only 25.3% coming from within fifty miles, and a correspondingly larger per cent coming from other states. Colleges from 500 down in numbers show no exceptional variation as a group, but in single instances an unusual number of students are drawn from other states by ties of race, common language, or sect, which greatly raise the average for the group. For example, in Iowa, Luther College draws 82% from other states; in Illinois, North-Western College draws 77%, Greenville, 60%, and Olivet, 55%, from outside the state.

The following table gives a more complete basis for comparison than is possible in the above analysis:

From	College Town		50 M. Rad.		Remainder of state		Other States	
	No.	%	No.	%	No.	%	No.	%
21 Ill. Inst. Non-State								
1916-7. Regular Lib.								
Arts only.....	2743	42.	3597	55.1	940	14.5	1988	30.4
U. of Ill. 1915-16, Lib.								
Arts and Sc., Urbana	104							
Champaign	117	14.2			1060	69.	268	16.8
Armour & Bradley Insts.								
Tech. Col., 1915-16...	454	57.			115	14.4	228	28.6
16 Ia. Colleges, 1915-16.								
Lib. Arts only.....	1663	33.4	2464	50.	1711	34.	799	16.
		(in county.)						

It would appear in this table that the principle of distribution of technical students does not materially vary from liberal arts, and that there is a very convincing similarity between the location factor in the two states up to the fifty mile limit. Beyond that point Iowa draws more largely from the state, Illinois from outside. It is also apparent that the state institution draws quite generally from its entire tax-paying constituency.

As between the drawing powers of institutions within the state and those outside, a comparison of the numbers who come to Illinois institutions from other states and those who go from Illinois to institutions in other states is interesting. Counting the state university, Illinois draws from other states about 2,500 out of 9,000 liberal arts students. Figures including technical students would probably bring this up to 3,000. Illinois sends out, as indicated in the following table of more prominent institutions and those directly on its border, 1,464 students, to which perhaps three or four hundred should be added as a full measure of the loss.

ILLINOIS STUDENTS ATTENDING INSTITUTIONS IN OTHER STATES

	Department	Year	No.
Wisconsin University.....	all departments	1915-6	677
	letters and sciences	1915-6	242
Beloit	liberal arts	1915-6	122
Carroll	liberal arts	1915-6	20
Milton	liberal arts	1915-6	7
Ripon	liberal arts	1915-6	4
Lawrence	liberal arts	1915-6	11
Milwaukee-Downer			
Indiana University.....	liberal arts	1915-6	9
Purdue University.....	liberal arts	1915-6	39
Notre Dame University.....	all departments	1915-6	267
Wabash College.....	liberal arts	1915-6	11
Taylor University.....	liberal arts	1915-6	6
Hanover College.....	liberal arts	1915-6	5
Franklin College.....	liberal arts	1915-6	4
Earlham College.....	liberal arts	1916-7	19
DePauw University.....	liberal arts	1915-6	41
Iowa State University.....	all departments	1913-4	79
Cornell College.....	liberal arts	1915-6	46
Grinnell College.....	liberal arts	1915-6	5
Coe College.....	liberal arts	1915-6	9
Drake University.....	liberal arts	1915-6	8
St. Louis University.....	liberal arts	1915-6	45
Harvard	liberal arts	1915-6	80
Yale	all departments	1914-5	164
	liberal arts	1914-5	137
University of Michigan.....	liberal arts	1915-6	162
Princeton	liberal arts	1915-6	44
Miami	liberal arts	1915-6	1
University of Minnesota.....	liberal arts	1913-4	6
Radcliffe	liberal arts	1914-5	7
Smith	liberal arts	1914-5	88
Wellesley	liberal arts	1915-6	*68
Mount Holyoke.....	liberal arts	1915-6	18

*67 in 1916-17.

ATTENDANCE IN PUBLIC SCHOOL SYSTEM OF ILLINOIS

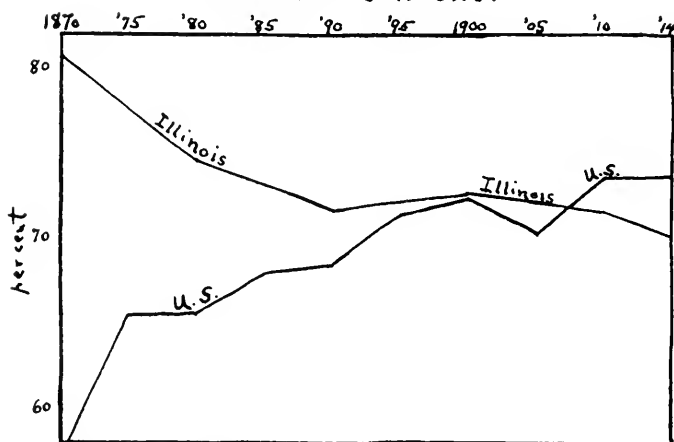
	1909	1910	1911	1912	1913	1914	1915	1916
H.S. Graduates	7,515	8,137	8,365	10,516	11,087	13,747	11,575	14,318
Total H.S.	60,943	63,393	66,345	74,568	78,943	85,301	94,864	104,828
Grades								
Senior								
13.	7,763	8,467	8,601	10,054	10,342	13,094	13,304	13,938
Junior								
11.	11,080	11,399	12,082	13,035	14,057	15,706	15,812	17,578
Sophomore								
10.	15,886	16,943	17,268	20,909	20,600	23,143	24,376	29,284
Freshman								
9.	26,214	26,583	28,094	30,570	33,943	33,358	43,372	44,038
Graded and ungraded combined.								
Total	997,453	1,002,687	1,007,894	912,811	931,273	957,926	969,357	979,812
8.				80,950	60,233	84,243	83,596	91,711
7.				70,916	97,832	71,101	103,347	76,668
6.				100,402	83,657	105,296	87,611	110,073
5.				96,140	115,301	97,476	117,629	102,167
4.				119,010	109,080	123,503	113,299	124,039
3.				117,487	125,138	122,302	126,718	124,131
2.				123,913	124,809	126,095	137,639	129,753
1.				176,172	183,407	192,527	190,769	182,426
Kindergarten				27,831	31,826	36,085	38,759	38,844
Private sch.	164,277	167,929	169,331	193,754	204,677	200,450	*102,666	*209,238
							# 98,464	# 4,522

* Elementary
Secondary.

II. Educational Source of Students

A certain general relationship exists between higher education and the population or the corresponding age group of the population. The somewhat more important connection just set forth obtains between institutions and the territory in which they are located; but the vital basis of higher education is the general educational system. Unless colleges and universities throw away all present-day standards, they are directly dependent for their supply of raw material upon the high schools, which are in turn dependent upon the grades. It is possible, therefore, to measure numerically the supply of college material for the present, and to some extent into the future.

Percent of those 5-18 years of age
in U.S. enrolled in
COMMON SCHOOLS.



A. In Grade Schools:

Considering first the situation in the entire country, we find that the common schools have made a steady but relatively slow gain on the population of school age. Fifty-seven per cent of those 5 to 18 years of age were enrolled in 1870. This percentage rose rapidly to 65.54% in 1875. (See chart on page 12.) Since 1875 the increase has not greatly exceeded the rise in general population, the ratio in 1914 standing at 73.66%. (Rpt. U. S. Comm.

Ed. 1916, Vol. II, p. 19.) In actual figures the rise has been from 6,871,522 in 1870 to 19,153,786 in 1914. In the last decade, however, **the increase in common school enrollment has been comparatively small**, (17,231,178 in 1905-6, 19,561,292 in 1914-5), and in comparison with the population there has been a slight loss, (19.94% in 1905, 19.39% in 1914).

For the corresponding period Illinois shows tendencies which are similar in two important respects. First, the common schools have practically covered the field open to them in their age group of population, and they are not increasing faster than the population. (In fact, Illinois shows a loss.) Second, they are not increasing in absolute number of pupils to any great extent, (672,787 in 1870, 958,911 in 1900, 1,043,221 in 1913-4), an increase of only 9% in the last fifteen years. (Figures from U. S. Comm. Ed.) In contrast with the general tendency as indicated on chart 12, Illinois has been steadily losing ground in the ratio of common school attendance to the age group from 1870 to 1890, and again from 1900 to 1914. This may be partially explained by employment of children under 18, and the fact that there are 200,000 children in private parochial schools in the state. This decrease is even more marked in the ratio to total population, which in 1870 was 25.99%, and in 1914 was 17.43% (2% below that of the entire country). Undoubtedly much of this loss is accounted for by the influx of immigrants above the common school age.

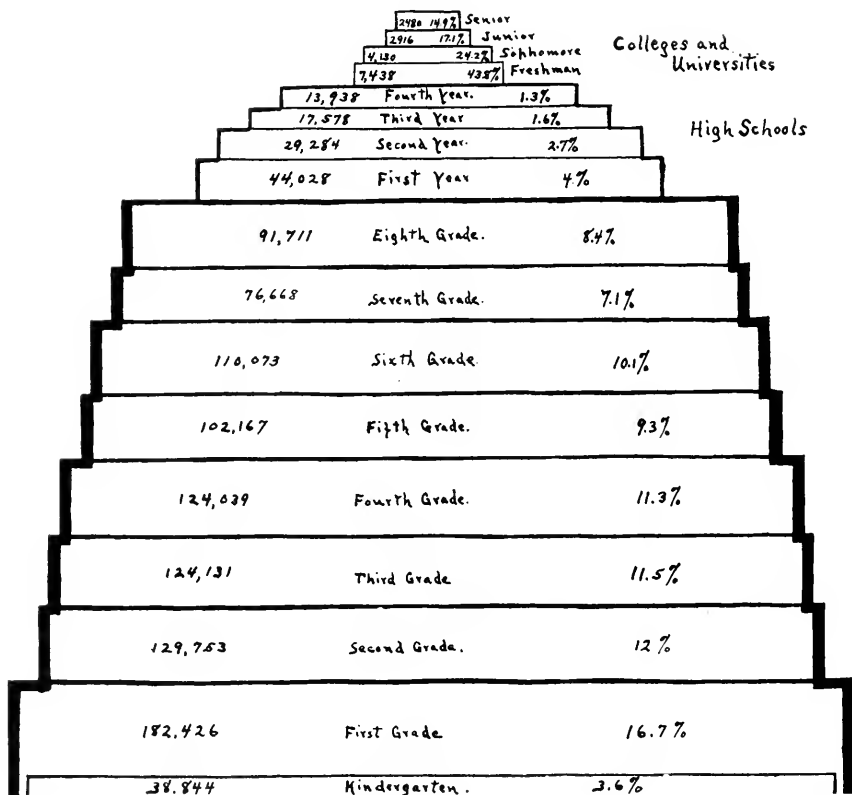
It is evident, therefore, that the rate of increase in the common schools has nearly reached its limit in the age group in the population, and that in Illinois especially the numerical increase is now only slight. The accompanying table, page 11, shows that **it was 1% from 1914-5 to 1915-6.**

Further answer to the question of the educational supply of high school and college students depends upon the DISTRIBUTION in the grades of this fairly settled number of pupils. What proportion finish the eighth grade and thereby become eligible for high school?

Estimates for the United States as a whole, based on the years 1905-6 to 1914-5, indicate that 23.5% are in the first and 6.36% in the eighth grade (Rpt. U. S. Comm. Ed. 1916), or in other words, that about 30% of those who start common school finish the eighth grade. The ratio in Illinois is somewhat higher. The average of eighth grade attendance during the last five years is 41% of the average of first grade attendance. (It will be noted in the table on page 11 that 1916 is an exceptional year,

Illinois School System.

Relative attendance in 1916
indicated by area.



and that figures are not available to trace back to a particular class more than four years.)

B. In High Schools:

Turning to the high schools to note the continuance of this supply of material for higher education, **we find an extraordinary increase in the attendance of secondary institutions during the last thirty years**, whether in comparison with the fairly stable attendance in the grades, or with the steady increase in population. **Since 1889-90 the attendance in secondary schools has increased from 297,894 to 1,469,399.** (There is some discrepancy in the government figures on this point as reported in the Commissioner's report for 1889-90, but the more conservative totals are used as the basis of this estimate.) That is, it has increased five-fold, while the elementary attendance has increased only from 14,000,000 to 19,000,000 approximately, and the general population from 62,947,714 to 101,364,328. The United States Bureau of Education now concludes that "about 111 in every 1,000 pupils entering the first grade in 1904-5 graduate from the high school in 1916". The corresponding estimate in 1914 was 109 out of every 1,000. There is evidence from many states in all sections of the country that this remarkable increase is still going on. Percentages of increase from 1910 to 1914 are as follows: Georgia 29%, North Carolina 35%, Tennessee 22%, Minnesota 32%, Michigan 25%, Washington 36%, California 47%, Massachusetts 24%, New York 24%, Ohio 16%, Pennsylvania 33%. That Illinois has been no exception to this remarkable increase is demonstrated in the chart on page 17. Figures included in the table on page 11 indicate that the high school enrollment will have doubled in the decade 1909-1919. The gain of 11% in 1916 over 1915 more than maintains this rate of increase. Obviously, then, **both in the state and nation the supply of students for higher education is increasing at a tremendous rate**, so far as can be evidenced by increased attendance in secondary institutions.

The question then arises, as before, how are these students DISTRIBUTED in the four year period, and

how many remain to graduate? The distribution of students in the high school course as computed from figures for 360,000 to 463,000 pupils, 1907 to 1914, inclusive, for the entire United States, shows a percentage of graduation in 1910-11 of 37.9, 39.58 in 1912, 38.84 in 1913, 39.06 in 1914. (U. S. Comm. Ed. Rpt. 1916, Vol II, p. 8.) As between different classes the proportion for the United States as a whole was:

	Freshmen	Sophomore	Junior	Senior
1912	41%	27.05%	18.5%	13.45%
1914	40.79	26.74	18.63	13.84

(p. 18, V. II, 1916 Rpt.)

In a study on this point in 1915-6 the North Central Association tabulated the following proportions for schools in its membership:

Freshmen	Sophomore	Junior	Senior
38.10%	26.50%	19.50%	15.90%

Illinois institutions in the association maintained a ratio of:

Freshmen	Sophomore	Junior	Senior
39.2%	27.2%	18.4%	15.2%

Evidently the North Central Association institutions retained their students more successfully than the average for the whole country, but the Illinois institutions in their group fall somewhat below their average. The average for all Illinois high schools, compiled from reports of the State Bureau of Education, follows:

	Freshmen	Sophomore	Junior	Senior
1911-16 inclusive.....	42.0%	27.0%	17.37%	13.63%
1916	42.0	27.95	16.76	13.29

It is therefore clear that the state as a whole retains a smaller proportion of high school students throughout the course than does the association, and that 1916 represents a greater loss than the average for the last five years.

C. High School Graduates:

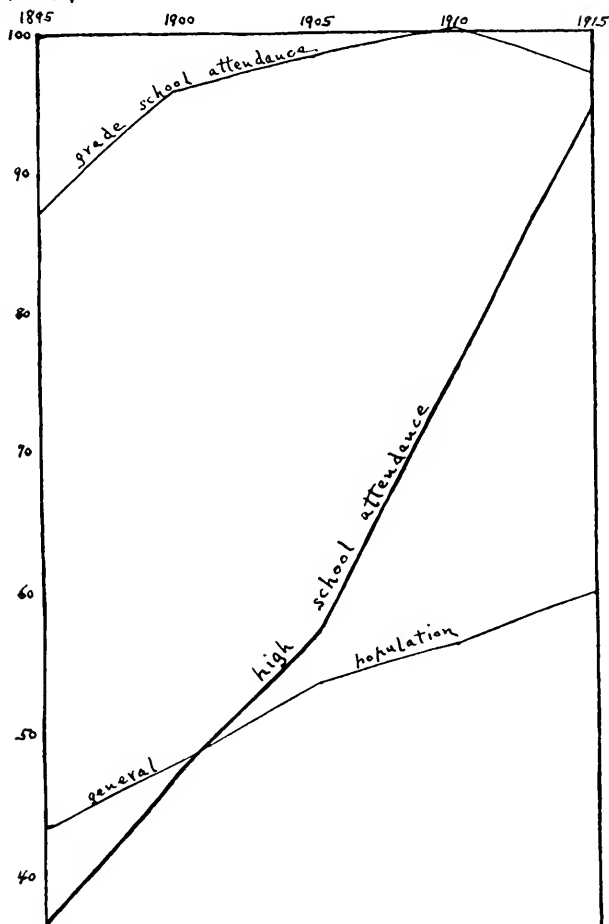
To follow the supply of raw material one step closer to the factory, if that analogy is permissible, the actual number of high school graduates should be analyzed. In Illinois, in spite of the relatively low proportion of students retained in the course, the number of graduates from four year high schools has increased from 7,515 in

1909 to 14,318 in 1916. That is, it has practically doubled in eight years.

(Applying the government estimate of 111 high school graduates out of every thousand entering the first grade, the figure should be even larger. Just how much larger it is impossible to say because of the uncertain number of retarded pupils in the first grade.)

unit: - 1000 for 10,000 grades 100,000 pop.

Growth of High and Grade School Attendance in Illinois.



During the last four years 49,727 pupils have graduated from four year high schools in Illinois, and from this number have come the four college classes now in higher

institutions in the state. At the present rate of increase, the number of high school graduates in Illinois ready for college during the next four years will number approximately 65,000.

D. Proportion Going to College:

What proportion of high school graduates, or those ready for higher education, actually go to college? Figures are not available for the United States as a whole. It is significant, however, that the high school attendance in 1914 was 1,459,399, and the attendance at universities and colleges for the corresponding year 216,493. The most accurate estimate possible indicates that there are now in attendance at colleges, universities, technical schools of college grade, and normal schools in Illinois, counting only regular students who are graduates of the four-year high schools, 17,618 (9,233 liberal arts, 5,166 technical, 3,319 normal). This is approximately one-third of the 49,727 graduates of high schools in the last four years. As compared with the high school attendance in 1916 it is practically one-sixth. The North Central Association in a 1915 study covering its entire membership, sets the percentage of the high school graduates in 1913 who have gone to college at the following figures: Illinois 33.9%, Indiana 27.5%, Iowa 28.9%, Michigan 20.7%, Minnesota 28.2%, Missouri 27.3%, Ohio 31.5%, Wisconsin 19.7%, average 26.9%. To this, however, should be added the number attending normal schools, which in

ILLINOIS		
<i>Number</i>		<i>PER CENT</i>
953	<i>College</i>	33.9
67	<i>Commercial School</i>	2.4
67	<i>Trades</i>	2.4
65	<i>Farming</i>	2.3
141	<i>Normal School</i>	5
422	<i>Business</i>	15
390	<i>At Home</i>	13.9
231	<i>Other Occupations</i>	8.2
142	<i>Professions</i>	5.1
48	<i>Domestic Economy and Agriculture</i>	1.7
124	<i>Teaching</i>	4.4
159	<i>Unknown</i>	5.7

TOTAL 2,809

Illinois was 5%. This raises the percentage for the association schools somewhat above the general average for the state, but the accuracy of each estimate is verified by the other. The same table indicates also occupations which high school graduates take up in preference to college life. As to the quality of students continuing on in college, 72% of the schools reporting stated that 50% or more of their students who went to college were in the highest third of the class.

Combining the geographical with the educational source of students, we have for any particular institution the proportion of high school graduates within fifty miles of the institution who are attending that college. Taking the figures of high school graduates in 1914 (given by counties in the 1914 school census, Illinois State Bureau of Public Instruction), we find, for example, that Lombard has one student coming from a fifty mile radius to every 17 students graduating from that area in 1914. Knox has 1 to 5.7, etc. Assuming that the number of high school graduates is the same for a given area each of four years, corresponding to the four years in college, the ratio becomes 1 to 68, 1 to 22.8.

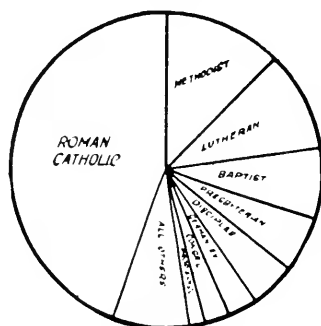
		(to H. S. Grad. 4 yr.)
Lombard	1 : 17.0	1 : 68.
Knox	1 : 5.7	1 : 22.8
Illinois	1 : 8.4	1 : 33.6
Illinois Woman's	1 : 13. (girls)	1 : 52.
Shurtleff	1 : 13.4	1 : 53.6
Wheaton	1 : 95.6	1 : 382.4
Rockford	1 : 17.5 (girls)	1 : 70.
North Western College.....	1 : 109.	1 : 436.
University of Chicago.....	1 : 3.04	1 : 12.1
Northwestern University.....	1 : 6.55	1 : 26.2
James Milliken.....	1 : 8.8	1 : 35.2
Blackburn	1 : 30.	1 : 120.
Hedding	1 : 30.	1 : 120.
Frances Shimer.....	1 : 17.	1 : 68.
Wesleyan	1 : 10.	1 : 40.
Greenville	1 : 23.	1 : 92.
Mount Morris.....	1 : 50.	1 : 200.

That is (for example), one out of every 12 high school graduates during the last four years within fifty miles of Chicago University is attending that institution.

CHURCH GROUPS

IN
ILLINOIS

1906

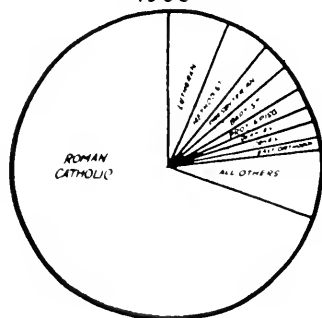


Student Preference — In Illinois Colleges

<i>Catholic</i>	718	<i>Evangelical</i>	368
<i>Methodist</i>	2930	<i>Congregational</i>	984
<i>Lutheran</i>	665	<i>Episcopal</i>	554
<i>Baptist</i>	795	<i>All others</i>	1143
<i>Presbyterian</i>	1916	<i>No Preference</i>	922

CHICAGO

1906



III. Religious Source of Students

As a large proportion of the higher education in the state is affiliated with or under the control of religious organizations, the church membership and preference of the student body is peculiarly significant. Reference to the chart on page 20 indicates the relative numerical strength of different denominations in the state for 1906. Figures just released by Dr. H. K. Carroll of the Census Bureau and the Federal Council of Churches of Christ give the most authoritative and recent parallel to the 1906 census.

For Illinois: Baptist (1915), North 105,180; South 62,046. Congregational (1915) 57,391. Disciples (1916) 116,172. Lutherans (1916, all bodies) 192,470. Methodist Episcopal (1915) 271,869. M. E. South (1916) 7,361. Presbyterians (1916), North 109,021; United 9,567; Cumberland 3,062. Protestant Episcopal (1916) 38,138. Reformed (1916), Dutch 5,804; German 1,805. Roman Catholic (1915) 1,257,397. United Brethren (1916) 22,036.

This gives a total church membership of 2,259,319 out of an estimated population for the state in 1916 of 6,152,257.

The question then arises as to the relation of students to these groups. The number of higher institutions of learning affiliated with different denominations is as follows:

Methodist	5	Lutheran	4
Baptist	3	Free Methodist.....	1
Presbyterian	4	Universalist	1
United Presbyterian.....	1	Brethren	1
Congregational	1	Church of the Nazarene.....	1
Disciple	1	Independent	5
Evangelical Association.....	1	Catholic	4

Student church preference and membership among these institutions may be found in the table on page 24.

(It will be noted that the figures cover regular undergraduate students of college grade. Where the entire membership of the institutions is not reported it is safe to say that the distribution is thoroughly representative. Unfortunately, not all the institutions in the state supplied information on this point, but the figures presented are sufficiently striking.)

It is evident that students in higher institutions come very largely from Christian homes, but denominational lines have practically broken down in controlling the source of students or the selection of schools. There are more Methodist regular undergraduate students in the state university than there are in all the Methodist institutions in the state combined. The same is true for the Baptists, Christians, Congregationalists, Presbyterians, and Catholics of college grade; and of course it is doubly true for the Episcopalians, Friends, Reformed, and other denominations which have no church institution in the state.

Compared with the total number of students of any one denomination in the state, the contrast is even more striking. Only 250 out of 795 Baptist students are in their own church institutions, 144 out of 984 Congregationalists, 341 out of 665 Lutherans, 964 out of 2,930 Methodists, and 306 out of 1,895 Presbyterians. Figures for other denominations are not complete on this point.

The fact is undeniable that most denominational schools are denominational only in name so far as the composition of their student body is concerned. A very large majority of the students of leading denominations go to institutions other than those controlled by their church. More students of leading denominations go to the state university than to their own church schools.

(It should be noted that the United Presbyterians and, possibly the Disciples are exceptions to these general tendencies, and some of the smaller denominations in the state for which figures have not been returned may be exceptions.)

The figures which sustain these comparisons are as follows :

Denomination—	Total-Under-graduate Students Lib. Arts in <i>Institutions</i> of Each Denomination	Total Students of Each Denomination in the State	Students of <i>Each Denomination</i> in <i>each</i> Denominational School	Undergraduates in State University by Denominations
Baptist	2,296	795	281	276
Christian	44	563	...	310
Congregational	103	984	17 Wheaton 127 Knox	354
Disciples	136	31	....	....
Friends .....	...	25	....	12
Lutheran	427	665	341	135
Methodist	2,093	2,930	964	1,121
Presbyterian	867	1,895	306	803
Episcopal .....	...	554	....	241
Reform .....	...	15	....	3
United Brethren.....	...	81	32	19
United Presbyterian.....	275	21	....	13
Catholic	226	718	132	285
Evangelical	451	368	....	....
Unitarian .....	...	104	....	65
No preference expressed.	785	Independent Inst. 922	(152 Jews in U. of C.)	777
Christian Science.....	...	239	....	75
Universalist	183	85	....	...
Total	10,995			

CHURCH PREFERENCE OF STUDENTS
1916-7.

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Univ. of Illinois	276	310	354		12	135	1121	803	241	3	19	13	385		65	777	75	
Univ. of Chicago	173	79	154	3	10	70	287	296	135	8	7	136		19	12		65	14
Northwestern U.	59	13	122		49	527	200	89	3	1	4	71	12	2	35	69	5	
Illinois College	13	26	10			3	58	50	6				5		4	1	3	4
Ill. Woman's Coll.	9	15	17		1	5	122	23	4				1	3	2			
James Kiliken	51	51	13			8	101	144	7				7		11	2	1	2
Knox College	30	26	127		1	15	116	117	18	1	4	3	15	1	5	12	7	3
Lake Forest	12	6	14			7	26	71	11				10		1	21		
Lombard College	9	9	15			4	60	24					13		11		11	60
Northwestern Coll. Ev. Assn.			3			4	12						3	319		9		
Rockford College	12	8	94			4	14	37	27				6				11	
Ill. Wesleyan U.	10	35	3			3	178	30	6		2	12		4	19	2		
William & Vaehiti	4					3	35	16					2				3	
Augustana College	2	2	1			144	14	14					2				2	
Blackburn (Tech.)							70%										7%	
Carthage College	Pres.			3	27	97	43	25					1	9	2		5	
McKendree College	Luth.	C.S.	4	2		137	7						32		6		10	
Mt. Morris College	Brethren					2	4	2	1									
Pleasant View	Luth.	C.C.				100	4	2										
Frances Shimer	Bapt.		14	1		6	43	19	8	3			3			2	4	1
St. Viator College	Cath.																	
Shurtleff College	Bapt.		77			4	14	7					62		2	12		
Wheaton College	Congr.		17	49	1		14	8	1				2	12	12			

Key to Chart:

1. Baptist
2. Christian
3. Congregational
4. Disciples
5. Friends
6. Lutheran
7. Methodist
8. Presbyterian
9. Episcopal
10. Reformed
11. Un. Brethren
12. Un. Pres.
13. Catholic
14. Evangelical
15. Unitarian
16. No. Pref. Expr.
17. Chr. Scientist
18. Universalist

Notes:

U. of C. figures compiled by Christian Association for approximately two-thirds undergraduates. 152 Jews reported.
Blackburn - 23% scattered among denominations.

IV. Source of Students Socially

Comparatively little attention has been given by colleges and universities to the source of their students by nationality, urban versus rural residence, occupation of parents, etc. Unquestionably such self-analysis is needed in a much greater degree if we are to keep our colleges thoroughly democratic.

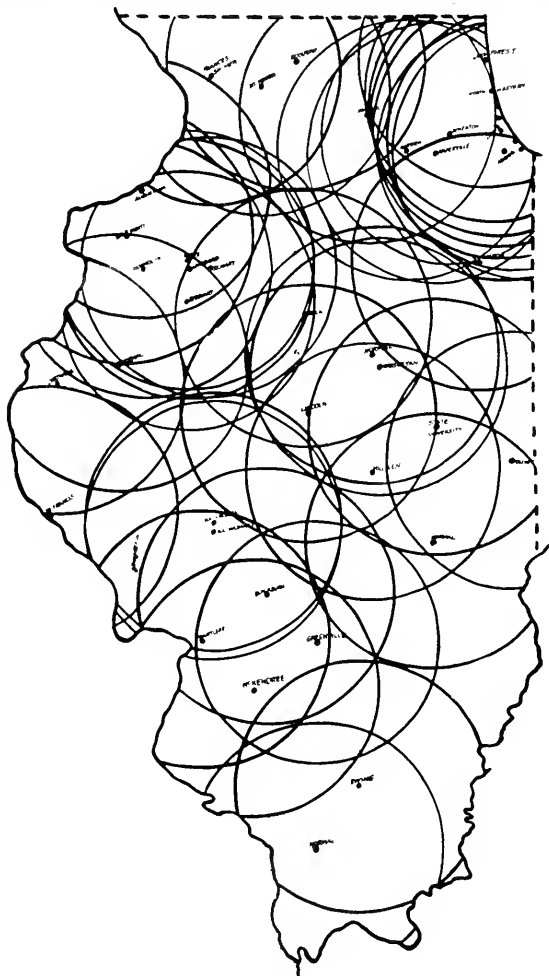
Tables compiled by the North Central Association show the ratios of high school graduates going to college from various sized communities. A smaller proportion of country students from Association high schools attend college than from those in larger towns. Out of the 1913 high school graduating class in towns under 2,500 only 22.3% went to college; 5.7% to normal school. Towns 2,501 to 5,000 sent 22.3% to college; 6.9% to normal. On the other hand, towns from 7,500 to 15,000 sent 29.8% to college, 8.4% to normal. And cities of 50,000 and over 36.3% to college, 8.7% to normal. This tendency operates in spite of the fact cited by the U. S. Bureau of Education Report 1916, Vol. II, page 17, that "while nearly 54% of the total population is rural, nearly 60% of the school population is found in rural communities". The only institutions in the state which have figures on this point are the University of Illinois and North-Western College. In each case farming represents a larger numerical group in the occupation of students' parents than any other occupation, but only a minority of the total reporting.

NORTH-WESTERN COLLEGE 1916-7	
<i>Occupation of Parents</i>	
Farming	155
Business	99
Ministry	65
Skilled labor.....	15
Unskilled labor.....	4
Teaching	2
Medicine	2
Law	1
Total	343

UNIVERSITY OF ILLINOIS 1912-3	
<i>Occupation of Parents</i>	
Professions	204
Scientific professions.....	45
Artistic professions.....	9
Government service.....	41
Business—	
Manufacturing	53
Mercantile	300
Managers	50
Financial	87
Miscellaneous	73
Railroading	35
Agriculturists	301
Skilled laborers.....	76
Unskilled laborers.....	27
Retired or "No occupation".....	20
Occupation not given.....	53
Total	1,374

For purposes of comparison, these two tables are here appended. As between the two, the university obviously draws from a much wider occupational source, the college draws more pupils from the ministry. Neither secures students to any extent from the families of skilled or unskilled laborers. The facts recorded are interesting but not of sufficient weight for generalization.

LOCATION OF COLLEGES *and* OVERLAPPING TERRITORY



HIGHER EDUCATIONAL INSTITUTIONS

Since we have traced the supply of students to the point of enrollment in college and university, it is pertinent to inquire as to the institutions open to students of this grade.

I. Number of Institutions

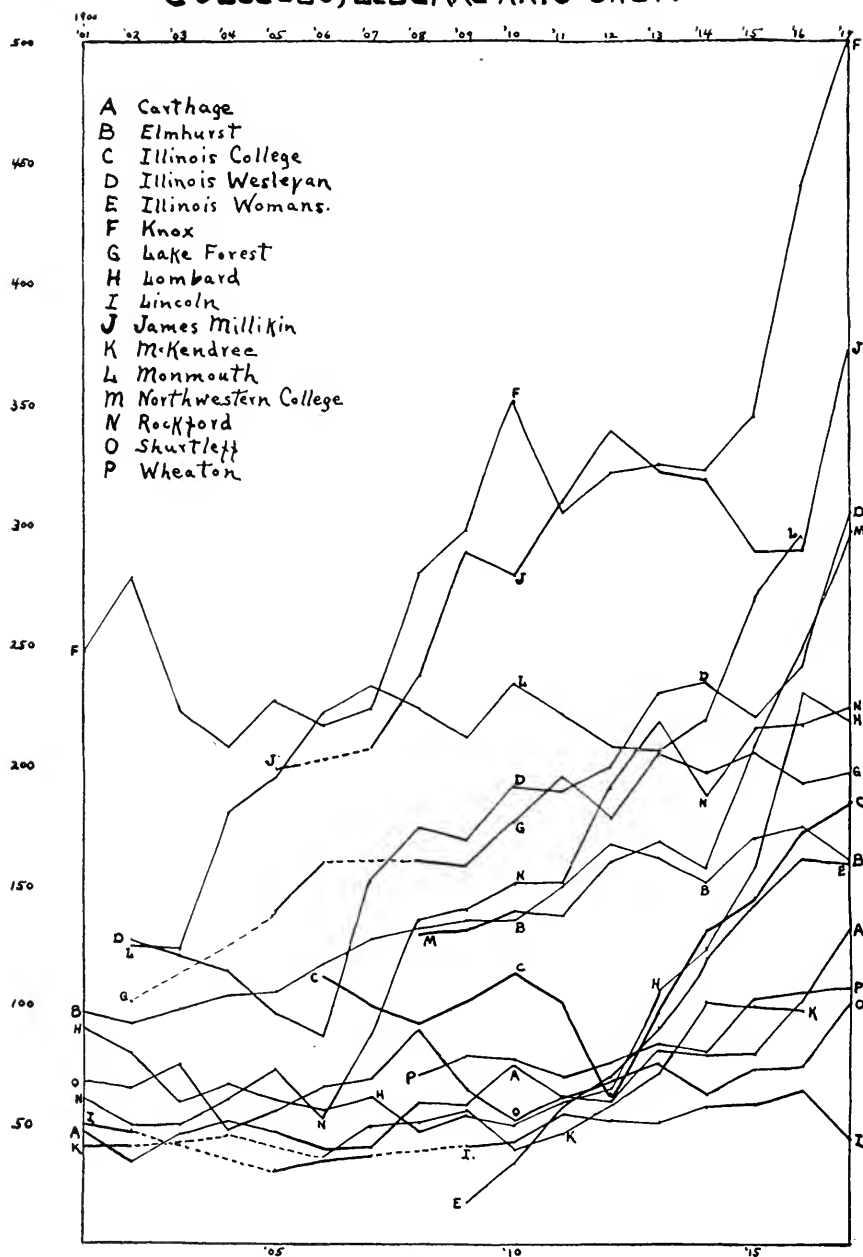
Illinois has one state university, two large privately endowed universities, six state normal schools, two technical institutes of college grade, and, as listed by the U. S. Bureau of Education, 27 other colleges. There is, however, a considerable overlapping at either end of the college list, which calls for explanation. On the one hand, James Milliken, Loyola, and DePaul universities carry a considerable proportion of university work which tends to bring them into the class with Northwestern, Chicago, and the state university. On the other hand, Bradley Polytechnic Institute, recognized by the Illinois Department of Public Instruction as a junior college, falls into the group with three technical institutions noted above. Aurora, Elmhurst, and Olivet University, none of them noted by the U. S. Bureau of Education, are recognized as colleges by the Illinois Department of Public Instruction, and Mount Morris is recognized as a junior college. We must add also to this list of institutions doing college work in fact, Luther College. Four high schools also, the Crane, Lane, and Semm in Chicago, and the Joliet high school, carry junior college courses. We have, therefore, **37 institutions in the state in addition to the junior colleges connected with high schools competing for patronage from the graduates of four year high schools.** (See page 33 for classification of colleges.)

II. Location of Institutions

Undoubtedly this is a large number, whether taken in comparison with the size of the state, its population, or the number of students available. The chart on page 26, showing the overlapping territory of institutions, complicated as it is, would be very much more crowded if it included all the junior colleges, and, in addition, those

GROWTH of ILLINOIS COLLEGES, LIBERAL ARTS ONLY.

students



colleges, such as Beloit, on the border of the state, which overlap Illinois territory.

III. Religious Control

St. Viator, DePaul, Loyola, and St. Francis Solanus are Catholic; the University of Chicago, Shurtleff, Frances Shimer and Ewing, Baptist; Northwestern University, Illinois Wesleyan, Illinois Woman's, McKendree and Hedding are controlled by the Methodists, with Greenville Free Methodist. James Milliken University (now including Decatur and Lincoln colleges), Lake Forest, Illinois College, and Blackburn (self-help college) are under Presbyterian control; Monmouth, United Presbyterian; North-Western College, Evangelical; Eureka College, under the Disciples' Church; Lombard, Universalist; Augustana, Carthage and Pleasant View are Lutheran; Elmhurst, German Evangelical; Mount Morris, Church of the Brethren; Wheaton, Congregational; Olivet belongs to the Holiness sect, and Knox, Rockford, William and Vashti, together with the technical institutes Armour and Lewis, are rated as independent.

IV. Age and Growth

So far as multiplication of institutions is concerned, the situation in Illinois would seem to be fairly settled, tending rather to decrease than increase in the number of institutions offering work. Of those listed in the government table, 18 institutions were founded before the Civil War, 11 between 1861 and 1900, and only two institutions of sufficient significance to attract government attention since 1901. The chart on page 28, tracing the growth of the principal colleges in the state for some twenty years, denotes a rather rapid rise during the last five years on the part of the leading colleges. The growth of the three large universities (see page 40) is even more noteworthy. In a list of the 20 largest universities in the United States as compiled by the government in 1915, Chicago stands first in attendance, fourth in income; the University of Illinois is eighth in attendance, tenth in

income; Northwestern, twelfth in attendance, eleventh in income. In fact, this tendency has become so extreme as to result in an extraordinary discrepancy in the size of institutions nominally affording the same type of training, and is rapidly forcing to the front the problem of the most desirable and efficient size for liberal arts instruction. A glance at the situation portrayed graphically on page 32 lends emphasis to this point. Obviously, in the matter of selection of courses, scientific equipment, and salaries for teachers, the extremely small institution is

Institutions	Total Students		Liberal Arts		Technical		Normal
	1915-16	1916-17	1915-16	1916-17	1915-16	1916-17	
Univ. of Illinois	1472	1708	747		3113		380
Univ. of Chicago	1355	1949	623	690			
Northwestern Univ.	1375	1749	479	503			
Knox College	435	501	211	211	100		
Monmouth College	233	275	115	87			
Northwestern Coll.	245	293	108	109			
Jamez Wilken Univ.	238	376	138	209			
Ill. Wesleyan Univ.	249	393	94	154			
Augustana College	231	321	71	73			
Hockford College	214	322	92	136			
Ill. Wesleyan College	210	195	82	95			
State Forest College	190	185	74	80			
Illinois College	171	182	70	79			
Lombard College	185		69	51			
McKendree College	185						
Elmhurst College	183	159	45	45			
Eureka College	183	136	66	75			
Carthage College	105	133	43	78			
Greenville College	120	108	41	40			
Wheaton College	105	103	41	39			
Shurtleff College	74	99	36	45			
St. Viator College	64		33				
Blackburn College	59		37				
William & Washb. Col.		62					
Lincoln College	65	30					
DePaul University		30					
Leola University	70	39	19		Armour Institute	40	350
Peoria View Luth. Coll.	69	73	13		Lewis Institute	448	1014
Hadding College	52	68	24		Bradley Institute	430	176
Mt. Morris College	46	70	33		Crane Junior Coll.	330	378
Aurora College	34	44	13		" "	128	177
Francaes Shimer Sch.	33	38	31		Lane	117	415
Olivet University	29	15	4		Senn	"	41
Ewing College	3				Joliet	"	551

at a great disadvantage in comparison with the extremely large. Distinguishing carefully between the liberal art students and technical, vocational, and normal students, and dealing simply with the liberal arts for the moment, since that has been regarded primarily as the field for the small religious institution, we find 18% of the liberal arts students in the state are now attending the state university, 57% are attending the three large universities in the state, 33% are found in the 12 largest colleges, while 10% only of all the liberal arts students in the state are left for 19 other institutions. At least six institutions have academies considerably larger than the colleges, and in a number of others the liberal arts department is extremely small but surrounded by large conservatories of music, technical or normal departments. Seven more have smaller academies directly connected with the college. There is some evidence to indicate, moreover, that the general tendency is for the large institutions to grow larger, rather than for a distribution of students to approximate 500 to an institution, for instance, as proposed in the scheme for an efficient college.

V. Standards

It is no part of the purpose of this survey to formulate standards. We will merely record the findings of such agencies as do that work, and describe the present situation.

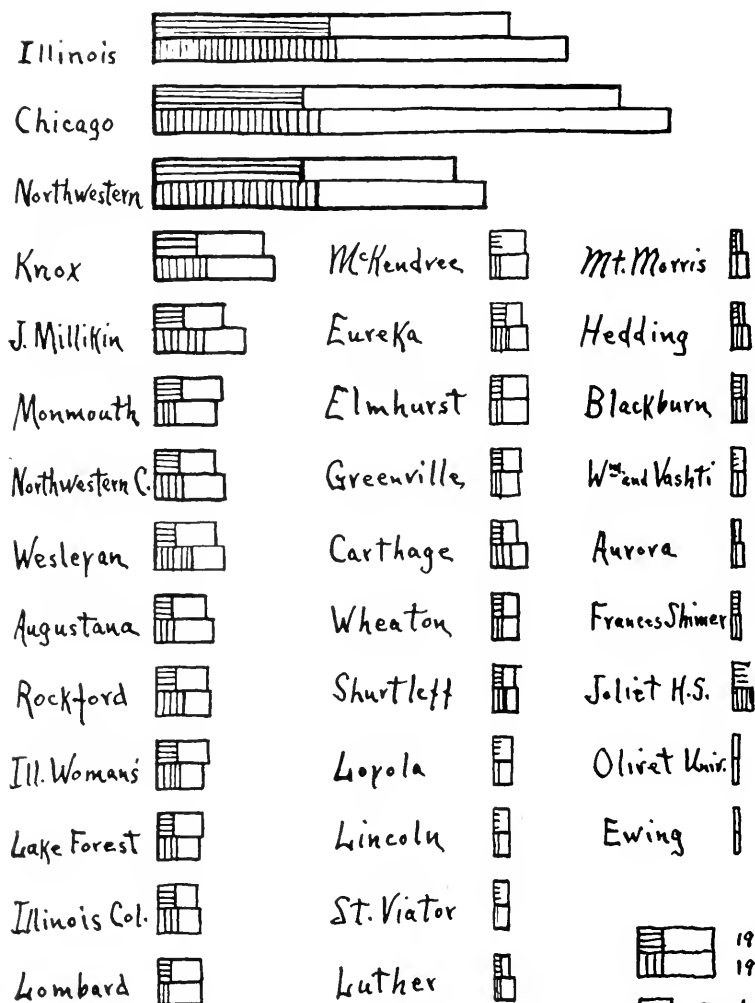
A. College and Junior College:

On page 33 is given the classification of institutions in the state as they are recognized by the state and national bureaus of education and the North Central Association.

It is apparent that a distinction is there made between the junior college and the full liberal arts college. In the University of Chicago that distinction seems to be rather administrative than educational. Aside from this, the North Central Association places in that class Bradley Polytechnic, which has 330 students of college grade, and Lewis, which has 429 students of college

Relative Size of Illinois Colleges.

Liberal Arts.
1915-6 and 1916-7.



1915-6
1916-7

Freshmen 1915-6
Freshmen 1916-7.

grade. The state department includes in addition to these technical institutes, three liberal arts schools, Frances Shimer (for girls), Monticello, and Mount Morris. The University of Illinois committee on accrediting students from higher institutions places Blackburn College in this group. The extent to which public high schools have ventured into the field of junior college work is also interesting. In Chicago the Crane, Lane, and Senn high schools are doing technical junior college work, and have respectively in 1917, 188, 117 and 41 students, a total of 346 high school graduates, and there is some pressure to bring this work into a single building. To these must be added Joliet Township high school, with 90 liberal arts and 13 vocational students of college grade. This is the actual status of junior college work in the state at the present time. Its educational aspects have been well presented in an address by President Nollen before the Federation of Illinois Colleges, April 25, 1916.

CLASSIFICATION OF COLLEGES BY STANDARDIZING AGENCIES

Ill. Dept. Pub. Instr. February, 1916	Listed by U. S. Bu. of Ed. 1915	N. C. Assn. 1916
<i>Recognized Colleges and Universities</i>		
Armour Institute	Armour Institute	Armour Institute
Augustana College	Augustana College	Augustana College
DePaul University	DePaul University	
Illinois College	Illinois College	Illinois College
Ill. Wesleyan Univ.	Ill. Wesleyan Univ.	Ill. Wesleyan Univ.
Ill. Woman's College	Ill. Woman's College	Ill. Woman's College
James Milliken Univ.	James Milliken Univ.	James Milliken Univ. (new)
Knox College	Knox College	Knox College
Lake Forest College	Lake Forest College	Lake Forest College
Lombard College	Lombard College	Lombard College (new)
Loyola University	Loyola University	
Monmouth College	Monmouth College	Monmouth College
North Western College	North-Western College	North-Western Coll. (new)
Northwestern Univ.	Northwestern Univ.	Northwestern Univ.
Rockford College	Rockford College	Rockford College
St. Viator College	St. Viator College	
Univ. of Chicago	Univ. of Chicago	Univ. of Chicago
Univ. of Illinois	Univ. of Illinois	Univ. of Illinois
<i>Colleges Recognized for One Year</i>		
Carthage College	Carthage College	Carthage College
Eureka College	Eureka College	
Greenville College	Greenville College	
McKendree College	McKendree College	
Shurtleff College	Shurtleff College	
Wheaton College	Wheaton College	Wheaton College
<i>Partially Recognized Colleges</i>		
Aurora College		
Blackburn College	Blackburn College	
Hedding College	Hedding College	
Illinois Holiness Univ. (Olivet)		

Lincoln College		
William & Vashti Coll.	William & Vashti Coll.	
<i>Recognized Junior Colleges</i>		
Bradley Polytechnic		Bradley Poly., Jr. Coll.
Lewis Institute	Lewis Institute	Lewis Institute
<i>Junior Colleges Recognized for One Year</i>		
Frances Shimer School	Frances Shimer School	
Monticello Seminary		
Mount Morris College		
	Ewing College	
	St. Mary's School	
	St. Francis Solanus Coll.	

B. College and University:

As between the college and the university, a working relationship is necessary for the transfer of credits. The University of Illinois in that connection sets forth the marks of a standard college as follows in a revised statement of October 24, 1916, and classifies institutions accordingly:

Criteria of a Standard College:

1. An enrollment of not fewer than one hundred students of college grade, with an average for a series of years of at least 25% registered in the junior and senior classes.
2. A graduation requirement of four years (120 semester hours) of collegiate grade.
3. A minimum entrance requirement of 14 units. By the minimum requirement is meant the smallest number of units with which a student may be permitted to begin college work, i. e., the nominal requirement minus the number of units of conditions allowed.
4. A requirement that all entrance conditions must be removed before a student may be permitted to begin a second year of work in the same institution.
5. Not less than eight distinct departments in liberal arts and sciences, with at least one professor giving full time to college work in each department.
6. A minimum educational attainment of all college teachers of academic subjects equivalent to graduation from a college of high grade and graduate work equal to that required for the master's degree at the University of Illinois.

7. A maximum of 16 semester hours per week required of college teachers.

8. A maximum enrollment of 30 students in recitation or laboratory sections.

9. Buildings and equipment of the value of at least \$100,000.

10. A productive endowment sufficient to yield a net annual income of at least \$10,000 available for instructional purposes in the college department (liberal arts and sciences). If the institution offers courses in addition to the usual liberal arts course, it shall have a correspondingly larger income.

11. A library of not less than 10,000 volumes in addition to public documents.

12. Laboratory equipment of a value of not less than \$3,000 in physics (\$4,000 if work is offered in advance of one year course), \$2,500 in chemistry, and \$2,500 in biology.

13. In addition to the foregoing specific requirements, the general standards of the administration and faculty shall be considered.

There is at present a measurable overlapping between colleges and universities, both in the use of the title "University", and in the curriculum and departments. While standard colleges have had neither funds nor inclination to venture far into the field of vocational or professional work, some tendencies in that direction are interesting.

Of courses distinctly vocational and carried only by a few institutions in the general college field:

Library Science is offered by the University of Illinois only;

Fire Protection Engineering by Armour only;

Horology by Bradley Institute only;

Railroad Engineering by the University of Illinois only;

Dentistry by the University of Illinois and Northwestern University;

Pharmacy by the University of Illinois, Northwestern University and Loyola;

Medicine by the University of Illinois, Northwestern University, Loyola, and the University of Chicago.

Beyond this point the offerings of various institutions provide a larger measure of duplication.

	Liberal Arts	Music	Preparatory	Commerce and Administration	Graduate	Education	Agriculture	Engineering	Divinity	Law	Oratory and Expression
Northwestern Univ...	|	|	|	|	|	|	|	|	|	|	|
Univ. of Illinois...	|	|	|	|	|	|	|	|	|	|	|
Univ. of Chicago...	|	|	|	|	|	|	|	|	|	|	|
Loyola University...	|	|	|	|	|	|	|	|	|	|	|
DePaul University...	|	|	|	|	|	|	|	|	|	|	|
Ill. Wesleyan Univ...	|	|	|	|	|	|	|	|	|	|	|
James Milliken Univ.	|	|	|	|	|	|	|	|	|	|	|
Armour Institute...	|	|	|	|	|	|	|	|	|	|	|
Bradley Pol. Inst...	|	|	|	|	|	|	|	|	|	|	|
Lewis Institute...	|	|	|	|	|	|	|	|	|	|	|
Lombard College...	|	|	|	|	|	|	|	|	|	|	|
Illinois College...	|	|	|	|	|	|	|	|	|	|	|
Monmouth College...	|	|	|	|	|	|	|	|	|	|	|
Rockford College...	|	|	|	|	|	|	|	|	|	|	|
Ill. Woman's College	|	|	|	|	|	|	|	|	|	|	|
McKendree College...	|	|	|	|	|	|	|	|	|	|	|
Wheaton College...	|	|	|	|	|	|	|	|	|	|	|
Knox College...	|	|	|	|	|	|	|	|	|	|	|
Mt. Morris College...	|	|	|	|	|	|	|	|	|	|	|
St. Viator College...	|	|	|	|	|	|	|	|	|	|	|
Shurtleff College...	|	|	|	|	|	|	|	|	|	|	|
Hedding College...	|	|	|	|	|	|	|	|	|	|	|
Greenville College...	|	|	|	|	|	|	|	|	|	|	|
Aurora College...	|	|	|	|	|	|	|	|	|	|	|
Carthage College...	|	|	|	|	|	|	|	|	|	|	|
Frances Shimer...	|	|	|	|	|	|	|	|	|	|	|
Eureka College...	|	|	|	|	|	|	|	|	|	|	|
Ewing College...	|	|	|	|	|	|	|	|	|	|	|
Elmhurst College...	|	|	|	|	|	|	|	|	|	|	|
Augustana College...	|	|	|	|	|	|	|	|	|	|	|
Olivet University...	|	|	|	|	|	|	|	|	|	|	|

C. Religious Standards:

Not many distinctly religious standards have been set up for ready application to higher institutions of learning, although several churches controlling large groups of institutions have set up educational standards for their schools, and classified them accordingly. The institutions under definite church control in the state are cited on page 29.

Religious life and instruction on the campus vary considerably. That the Y. M. C. A. and Y. W. C. A., both

RELIGIOUS INSTRUCTION

IN

ILLINOIS COLLEGES

25 Reporting

Full Time Bible Professors

9

*Instruction by
President*

8

*Part time instruction
by other professors*

11

*Theological Schools on Campus
(Courses open to liberal arts)*

6

Bible required (avg. hrs. 5.7)

in

10

institutions

Average Bible course offered

19 HOURS

Chapel Attendance
required by

11

institutions

in the state and nation, are doing a strong work with students is evident from pages 39 and 76-77.

Systematic instruction in Bible departments as a part of the regular curriculum, with an endowed chair and regular professor other than the president of the institution, is a standard urged at present by a number of churches. The United Presbyterians are pressing that point most strongly for their five colleges (including Monmouth). From the facts on page 74, it is evident that not more than one in four of the Christian colleges in the country have qualified under that standard. The situation for this state is presented on page 37. In the state university religious instruction is necessarily under a handicap and must be carried on, for the most part, by local churches and student pastors. What the situation is with reference to that type of work is presented on page 75, and it is notable that an exceedingly large number of state university students, even in comparison with the number of students in the denominational institutions, express a preference for leading denominations.

Religious instruction in Illinois institutions is undoubtedly strengthened by the large number of theological schools connected with liberal arts, or on the same campus. In many cases the courses are to some extent interchangeable for undergraduates, serving essentially as a Bible department. The extent of that connection through location is evident from the following list of schools or departments:

Divinity School of University of Chicago	}	At University of Chicago
Chicago Theological Seminary (Congr.)		
The Disciples Divinity House		
The Ryder (Universalist) Divinity House		
The Norwegian Baptist Divinity House		
The English Theological Seminary (Summer only for non-college graduates)	}	At Northwestern University
Garrett Biblical Institute (M. E.)		
(Diploma training school)		
2-year course for non-college students		
Norwegian Danish Theological Seminary		
Swedish Theological Seminary		

YMCA

Student Department, Illinois 1915-16

AGENCY

Secretaries

Field 1

Resident 9

Associations 37

BUDGET

\$31,434

FIELD

Men in Schools 16,985

Church Members 6,163

YMCA Members 3,649

Committee Members 1,206

Average Attendance
Weekly Meetings 1,375

RESULTS

Volunteers 62 Conversions 416 Joined Church 42

at Geneva 200

200 at Volunteer Conventions

Gospel Teams 65 { 260 Men { 325 Meetings { 134 Conversions

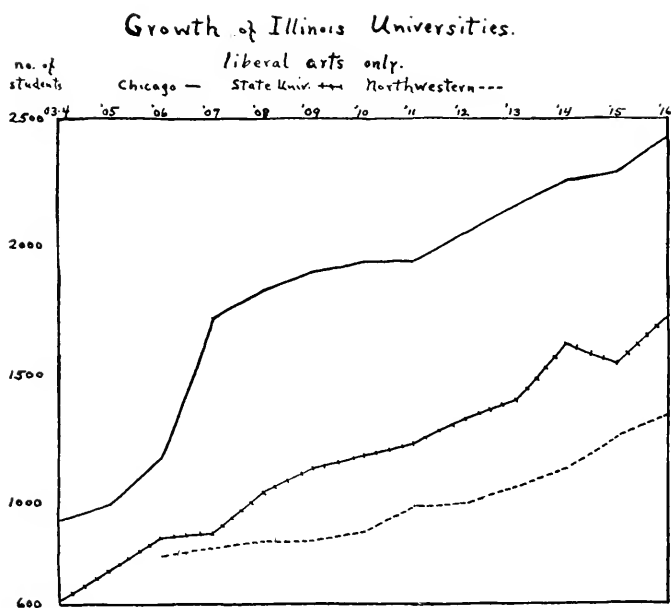
To Missions \$4,315.

To Eur. Prison Camp Work \$7,000.

McCormick Theological Seminary (Presbyterian)
 Western Theological School (Episcopal)
 Augustana Theological School
 Olivet Theological School (Holiness; Pentecostal Church of the Nazarene)

Sacred Literature Department Eureka College Biblical & Systematic Theology, Ewing College School of Bible, Mount Morris College Biblical Department Bible School Correspondence Institute School of Theology, Greenville College Theological Seminary at St. Viator College	}	Really Departments in Liberal Arts
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The Y. M. C. A. college may perhaps be regarded as in this latter class.



ATTENDANCE AND RETENTION OF STUDENTS

I. Choice of School

Having considered the supply of students in the state and the institutions to which they come, it is in order now to note the reasons why students select particular institutions, and the extent to which they remain through the course. To secure the first item of information the following blank was sent to all the institutions except the state university to be checked by members of the present freshman class: (Numbers 1 to 10 inserted later to make this a key to the answers on page 43.)

STUDENT BLANK

- Why I came to College
1. Location of college near home.....
 2. Family or relatives connected with school.....
 3. Church connection (same denomination).....
 4. Influence of other students.....
 5. Influence of college alumni.....
 6. Educational standards of institution.....
 7. Religious life of institution.....
 8. Social and athletic life of institution.....
 9. Influence of field worker for college.....
 - 10 Opportunities for self-support during course.....
- (Kindly check 1, 2, 3, opposite the above in the order of importance in your experience.)

Blanks were returned for 2,543 freshmen (about 60% of the liberal arts freshmen in the state).

(In most instances school authorities returning the blanks indicated that while they were not absolutely complete, they were thoroughly representative. In perhaps two cases, on the other hand, the blanks seemed to have been filled in by a few more than the actual membership of the freshman class. It seemed preferable to submit these questions to freshmen only because they had more recently made a selection of institutions, and their answers would be less influenced than those of upper classmen by continued contact with the institution.)

It is evident, then, that we have here as accurate an expression of student judgment on reasons for coming to college as can well be secured. Tables on page 42 present in detail for particular institutions the first, sec-

REASONS FOR ATTENDING PARTICULAR INSTITUTION
 Blank Filled out by Freshmen 1916-7
 1st, 2nd, 3rd Choice Indicated.

	1	2	3	4	5	6	7	8	9	10	Total
University of Chicago	174	18	3	16	14	238		8		25	
	133	20	2	43	47	150	4	23	2	56	
	51	19	2	97	44	51	7	76	3	67	493
Northwestern Univ.	171	15	10	40	38	143	2	5	1	20	
	71	18	33	84	52	112	10	33		30	
	44	9	33	77	34	67	33	74	4	27	440
Illinois College	25		1	3	3	11			4	8	
	6			1	5	19	2	4	8	5	
	4	1	5	4	7	8	1	10	6	6	54
Illinois Woman's Coll.	51	32		22		51	3		11		
	25	31		32		32	22		17		
	27	12		18		33	27		15		130
Knox College	52	12		17	12	89		1	2	6	
	44	6		33	25	62	4	8	2	13	
	23	14		44	21	20	5	24	4	15	199
Lake Forest College	5			3	1	15					
	1	1	3	3	3	3	5	4	1	3	
	11	18	13	3	5	6	2	1	1	2	23
Monmouth College	8	8	15	6	1	9	8		1	4	
	4	1	7	2	3	9	10	7		7	62
North Western College	12	5	30	14	9	12	14	1	2	2	
	3	5	20	16	10	16	25	2	3	3	
	1	3	18	14	6	21	20	11	4	3	101
Rockford College	8	1		11	4	33			1		
	17	3		9	2	16	1	4	5		
	11	1	1	8	3	5	4	17			60
Illinois Wesleyan Univ.	60	8	11	3	7	28	2	1		8	
	19	9	9	23	6	22	14	6	1	13	
	8	2	11	13	7	31	7	8	3	16	127
Carthage College	13	4	7	2	6	22	3		3	4	
	9		5	6	4	16	16		6	2	
	7	1	5	7	2	12	5	5	7	10	64
Frances Shimer School	19	3		1	1	14					
	7		2	1		19		2		3	
	4		1	6	3	1		10		1	38
Mount Morris College	6	2	10	3	1	1		1	3	2	
	5	2	2	1	2	5	7	1	5		
	4	1	2	4	2	5	5		3	1	29
McKendree College	13		3	1	5	6	2	2		3	
	2	3	5	8	2	7	4	1	2	5	
	3		7	8	3	5	5	6		2	40
Shurtleff College	12	3	5	3	3	6	5		1	5	
	6	5	6	2	4	8	1	2	1	5	
	5	3	4	6	2	6	2	2	1	5	43
Lincoln College	12	1			1	3			1	4	
	5	1	1	4		5	2	1		1	
	1	1	2	5		5	1	1			22
Wheaton College	8	5		2	5	3	13		3	2	
	6	3	2	2	1	6	8	1	6	6	
	2	2	2	3	4	12	8		3	7	42
William & Vashti Coll.	26			3		3		2	1	2	36
James Milliken Univ.	203	42	62	118	82	166	93	94	27	76	276
Lombard College	5	5	8	6	2	5		8	6		51
Blackburn College										59	59
St. Viator College											
			1st 2nd			3rd 4th					
Augustana College	17	2	11	5	3	23				1	
	6	1	15	7	4	19	6		2		
	3	1	5	13	5	11	7	7	3	5	64
Elmhurst College			3	2	3	10	12			2	
	1	5	1	3	6	11	3				
	1	10	2	4	9	4	1				32

ond and third choices expressed by their students. In order to secure the preferences in a single judgment, the choices have been weighed, first choice counting three, second choice two, third choice one, and the percentage of preferences for each institution with the total number of students reporting presented in the following table: (Key to table in student blank on preceding page.)

	1	2	3	4	5	6	7	8	9	10
	%	%	%	%	%	%	%	%	%	%
U. of Chicago.....	29.0	3.9	.5	8.0	6.0	37.0	.5	5.0	.2	8.8
Northwestern	27.0	3.5	3.7	14.0	8.7	28.7	1.9	6.0	.27	5.7
Illinois College.....	28.0	.3	2.5	4.7	8.3	25.0	1.6	5.7	10.6	12.6
Illinois Woman's....	24.0	17.5	....	15.0	....	27.0	8.0	....	8.4	....
Knox College.....	25.0	5.6	....	14.0	9.0	35.0	1.0	3.4	1.0	5.0
Lake Forest.....	10.0	1.0	5.0	10.0	5.6	35.0	8.0	10.0	3.8	10.0
Monmouth	15.0	20.0	21.0	6.5	5.6	12.6	9.0	2.8	1.4	5.9
N. W. College.....	7.0	4.6	24.0	14.4	8.7	15.0	18.0	3.0	2.6	2.5
Rockford College....	20.0	3.0	.3	17.0	5.5	40.0	1.8	7.0	5.0	....
Ill. Wesleyan Univ..	32.0	6.0	8.0	8.8	5.0	21.0	5.5	3.0	.7	8.8
Carthage College....	17.0	3.4	9.4	6.6	7.0	30.0	12.0	1.0	7.4	7.0
Fr. Shimer School..	36.0	4.0	2.4	5.0	3.0	40.0	....	7.0	....	3.4
Mt. Morris.....	18.0	6.0	20.0	8.6	5.0	10.0	11.0	2.9	12.6	4.0
McKendree	26.0	2.5	11.0	11.0	9.0	15.7	8.0	6.0	1.7	9.0
Shurtleff	22.0	9.0	13.0	7.8	7.8	16.0	7.8	2.4	2.4	12.0
Lincoln	38.0	4.8	4.8	10.0	2.4	20.0	4.0	2.4	2.4	11.0
Wheaton	15.0	9.5	2.5	5.4	6.6	13.7	26.0	.8	10.0	10.0
William & Vashti....	72.0	....	....	5.5	....	8.0	....	5.5	2.8	5.5
J. Milliken.....	21.0	4.4	6.4	12.0	8.5	17.0	9.6	9.8	2.8	8.0
Lombard	10.0	10.0	15.7	11.7	4.0	10.0	....	15.7	11.7	11.7
Blackburn .....	....	....	....	....	....	....	....	....	....	100.0
St. Viator.....	....	....	1st	2nd	....	3rd	4th	....	....	....
Elmhurst .....	....	1.6	15.0	5.3	10.0	27.0	33.0	4.0	....	3.2
Augustana	17.7	2.4	18.0	11.0	6.0	32.0	6.7	2.0	2.0	2.0
Per cent for all institutions....	23.0	5.5	5.6	11.0	6.8	27.0	5.5	5.1	2.5	7.3

A. Comparison of Institutions:

As between the different institutions, it appears that the universities, together with Knox, Lake Forest and Rockford, seem to have impressed prospective students with their educational standing; that North-Western College, Monmouth and Mount Morris draw more strongly than others by reason of the church connection. Colleges drawing through the religious life of the institution include in the first rank of percentages Elmhurst, Wheaton, North-Western College, Carthage and Mount Morris. No one school stands out with exceptional proportions of the freshman class to be credited to the influence of alumni or other students. Blackburn, of course, leads absolutely in securing students through the opportunity of self-support during the course, since it is a self-help college. This is practically a negligible factor in the field of women's colleges. Column 1 on the location of

the college near home offers striking corroboration of the study of geographical distribution of student bodies reported on page 6. It is evident that the colleges depending most largely on church connection and religious influence, Elmhurst, North-Western College, Wheaton, Monmouth and Mount Morris, secure a smaller proportion of students from the locality of the school.

Adequate analysis of the situation as between the drawing power of different institutions indicated above is somewhat vitiated by the fact that we are talking in percentages. A percentage of 20% or 30% in a school of 70 to 100 students is far less significant than an equal percentage in a school of 2,000. In comparing the total number of freshmen in the state, however, reporting the various reasons assigned for attending a particular institution, the use of percentages is thoroughly valid.

B. Comparison of Reasons for Choice:

The influences most important by far in the minds of freshmen drawing them to particular institutions are first the educational standing of the institution, and second, its location. In fact, these reasons together weigh as heavily as all other reasons combined. No other assignable reason for attending a particular college approaches these two. The reasons assigned in order beyond this point are as follows:

Student influence.....	11.0%
Opportunity for self-help.....	7.3%
Alumni influence.....	6.8%
Church connection.....	5.6%
Religious atmosphere of school.....	5.5%
Family connections (this seems to have been misunderstood by some students).....	5.5%
Social and athletic life.....	5.1%
Influence of field workers.....	2.5%

The inferences logically deduced from these premises are indeed startling. **Either athletics as a drawing power have been tremendously overestimated,** or freshmen have hesitated to be candid on that point (a considerable number put that as third choice), or we have reached such a high degree of athletic and social parity in our institutional life that students are unconsciously influenced by

that factor. The field worker for the college, unless he has been so skillful as to secure students without their realizing that he was a factor, seems to have passed from the field of real importance in recruiting students. Undoubtedly the high school principal has largely taken his place in that respect, and it is assumed that the activity of the teachers in securing students for their alma mater is scheduled under alumni influence. **The day in which church connection can be said to operate strongly in guiding students in the selection of colleges seems also to have passed.** This is especially noteworthy in connection with this table, as the great majority of institutions here cited are either legally or historically related to the church. As a side light on this point it is perhaps desirable to cite a recent study from the denominational standpoint by the United Presbyterian Church, which includes Monmouth and has an exceptionally high ratio of students attending its colleges by reason of church connection. The Board of Education estimates "that between two-thirds and three-fourths of the Presbyterian young people in institutions of higher education are attending colleges and universities outside the church".

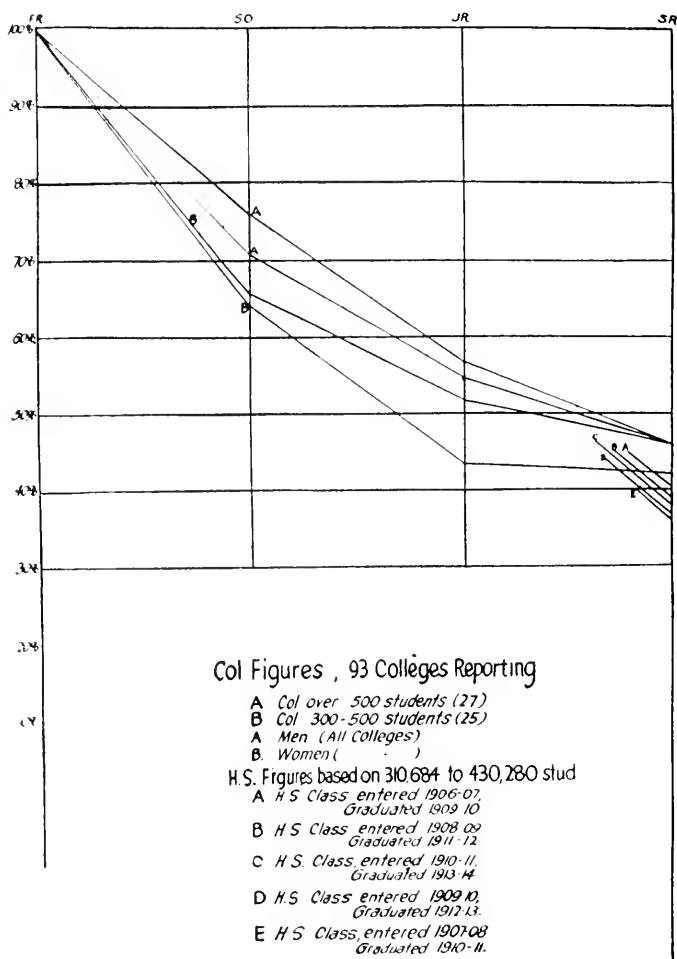
REASONS GIVEN BY MINISTERS FOR STUDENTS NOT ATTENDING OUR COLLEGES

Proximity of other schools.....	506
Special courses desired.....	180
Prestige of certain other schools.....	150
Superior equipment in certain other schools.....	143
Less expensive at certain other schools.....	128
Influence of students in other schools.....	117
Advantages of our schools not presented.....	144
Lack of denominational loyalty.....	91

II. Student Mortality

It is a serious and common mistake to treat the loss of students during the college course as though it were a phenomenon of higher education only. It is peculiar neither to higher institutions of learning, nor to Illinois among other states. The tendency begins in the lowest grades of the common school, and it is reasonable to suppose that as the social pressures become more numerous

HIGH SCHOOL *and* COLLEGE MORTALITY



with the age and development of the student the rate of loss would increase rather than decrease.

A. In Grades:

The estimated enrollment by grades in public elementary schools for 1914 showed an extreme falling off in the higher grades for the United States as a whole. The retention of students in the north central states is somewhat above the average for the nation.

(This ratio, however, should be qualified by the statement that about one-half of those in the first grade are retarded rather than new intrants.)

	U. S.	N. C. Div.
First grade.....	23.5%	20.4%
Grades 1 to 4 inclusive.....	65.5%	60.6%
Grades 5 to 8 inclusive.....	34.5%	39.4%
Eighth grade.....	6.36%	8.48%

(Rpt. U. S. Comm. Ed. 1916, Vol. II, p. 18.)

Even in the north central states it is evident that of five students who start in the common schools only two finish.

B. In High Schools:

A similar tendency is found in the high schools. The per cent of students held to the senior year is somewhat higher than in the grades and is increasing, but it is by no means large.

	Freshman	Sophomore	Junior	Senior
Total high school 1907-8.....	42.36%	27.14%	18.22%	12.28%
"850,010 students reporting"				
Total high school 1914-15.....	40.22%	26.68%	18.67%	14.43%
"1,476,078 students reporting"				

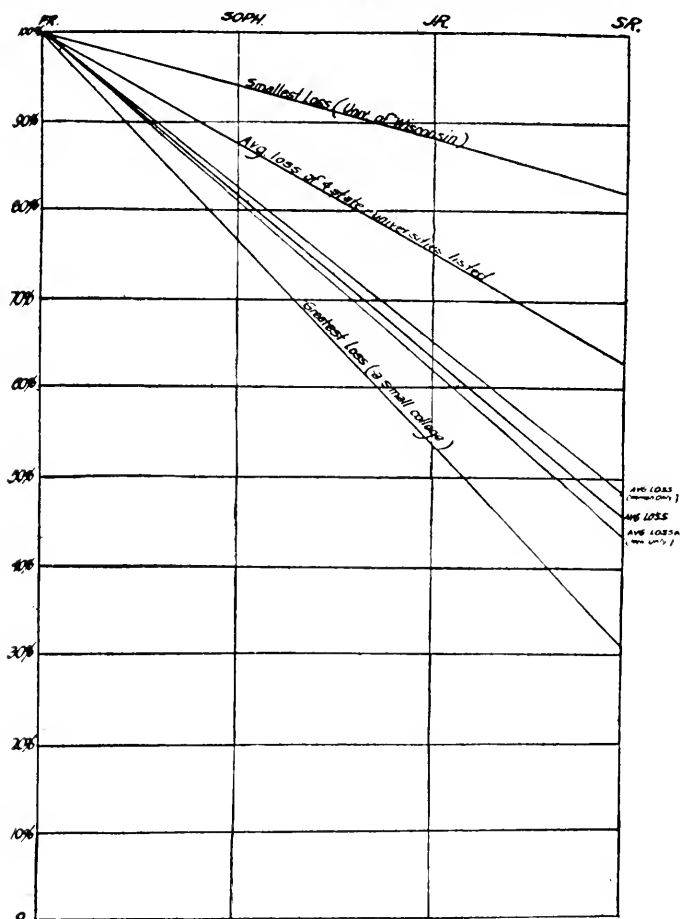
(U. S. Comm. Ed. Rpt., 1916, Vol. II, p. 448.)

Throughout this period the retention of students in private high schools is uniformly higher than that in the public schools, ranging from 17.61% to 18.43% in the senior class.

A somewhat more accurate figure is secured when the same class is followed through from year to year. A study for the entire country indicates that of those who entered the high school in 1906-7, and were seniors in 1909-10, 40% remained. Of the next class 37.9% remained; the following year 39.6% remained; 38.8% were seniors in 1912-13 and 39% in 1913-14. (Rpt. U. S. Comm. Ed. 1913, Vol. II, p. 8.)

STUDENT MORTALITY (McLeod Study)

31 institutions; classes 1909-1914 inclusive



Tables compiled by the North Central Association in 1915 give the per cent of students in high school years by states. These are based on reports from 765 schools. For the freshman class the percentages range from an average of 35.3% in Indiana to 44% in Missouri. The proportion of seniors ranges from 12.8% in Missouri to 17.2% in Indiana, Iowa and Nebraska. For the corresponding year Illinois had 39.2% freshmen and 15.2% seniors. The general average for the Association was, as compared with the United States in 1913-14:

Freshman	Sophomore	Junior	Senior
38.1%	26.5%	19.5%	15.9%
41.0%	27.05%	8.5%	13.45%

The superiority of the Association school in retaining students is probably accounted for by the fact that it represents selected high schools in the north central states.

The same association, tracing through the 1913 class from entrance to graduation, found that of 9,172 students dropping out 48.4% left during the first year, 31.3% during the second year, 17.6% during the third year, and only 2.7% during the fourth year. That is, nearly 80% of those dropping out left before the junior year.

In 1914 the Illinois Bureau of Public Instruction (p. 96, School Report) reported the loss of students in the three and four year high schools, tracing each class from entrance to graduation. The per cent remaining to graduate varied from 34.8% in 1907 to 35.4% in 1912. The average for six year period was 35%.

C. In Colleges:

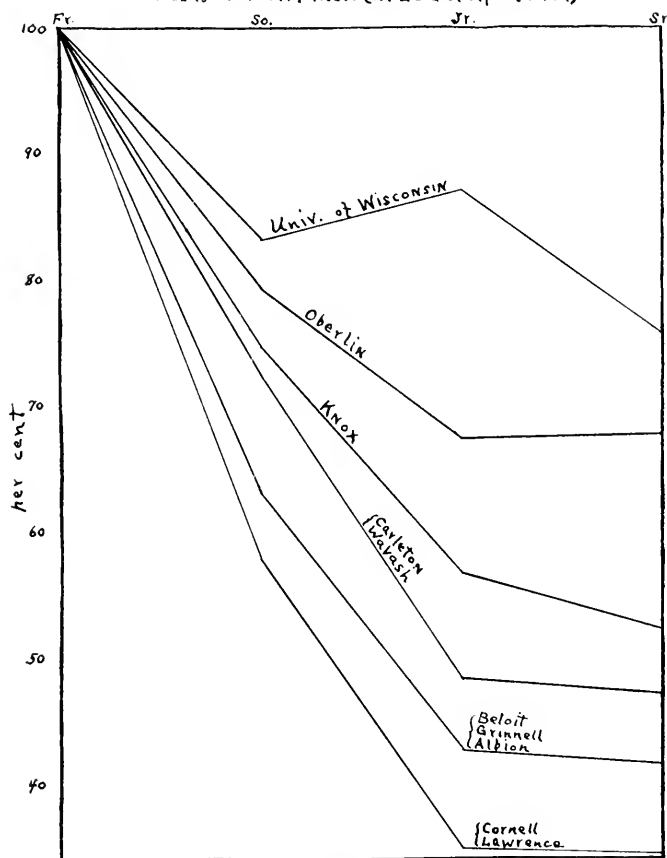
Considerable attention of late years has been given to the subject of student mortality in higher institutions of learning. This is especially significant for those institutions which are failing to hold upper class students. An examination of the retention of students in 93 colleges by the United States Bureau of Education in 1911 showed that for colleges of over 500 students (25 enrolling above 500, 27 from 300 to 500 students) out of the freshmen entering 76% remained as sophomores, 57% as

juniors, and 46% as seniors (see chart, page 46). Those schools enrolling between 300 to 500 students retained median percentages of 66%, 52% and 46% respectively for the three following years. "For colleges having 300 to 500 students the elimination from the freshman and sophomore classes is somewhat greater than we find in the larger institutions, but the per cent of seniors retained is the same in both cases." As between men and women a comparison follows:

	Freshman	Sophomore	Junior	Senior
Men	100%	71%	55%	50%
Women	100%	65%	44%	42%

Student Mortality

Classes 1909-1914 incl. (McLeod study in detail)



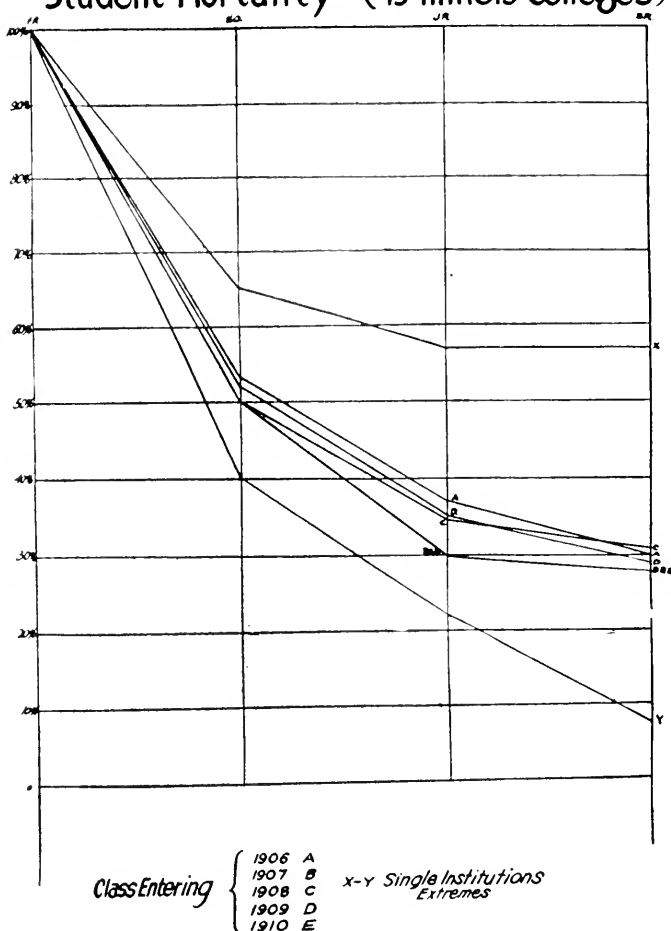
"Probably the more interesting tendency indicated by these figures is the relatively small elimination in the last half of the course. Of twenty men entering the college we may expect to find fifteen of them in the sophomore class, twelve in the junior class, and ten in the senior class." The exact distribution of these 93 institutions, other than the statement that they are regarded as representative, is not disclosed. However, the findings undoubtedly should be qualified somewhat by later and more intensive studies in the middle west.

Analysis of the net loss of students in 31 selected institutions was presented last month by Dr. McLeod of Beloit College. He chose only well known and well established institutions in the north central states, and bases his conclusions on averages for the years 1909-14 inclusive. (See chart on page 48.) The McLeod figures indicate a loss of students considerably greater than that of the earlier and more extensive government study. They show a very much higher retention of students in the university class as against the government figures for schools above 500. The proportion of women retained is higher than that of men in the McLeod report. This variation from the previous study may be accounted for, perhaps, by the inclusion of ten women's colleges in the government figures. The most noteworthy features of Dr. McLeod's investigations are **a loss of students in course far greater among western than eastern institutions, a greater retention of students in universities** (this is partly accounted for by the entrance of students into upper classes, as this is a study of net loss), **a per cent of loss greater among men than women.** The detailed figures on page 50 give the comparative status of a number of institutions on the general question of student loss. Scattering reports from ten other institutions seem to confirm the general conclusions arrived at in the study by Dr. McLeod.

These various presentations of the subject afford us a background against which the studies so far made in Illinois can be presented more intelligently. Taking simply

STUDY BY PRESIDENT HARKER

Student Mortality (13 Illinois Colleges)



the distribution of students in classes in Illinois institutions for 1916, it appears that 43.8% on the average are in the freshman class, 24.2% sophomore, 17.1% junior, 14.9% senior. No marked distinction is noticeable as between the distribution of students in the three large universities and other institutions in the state as a whole. This, however, gives us only a rough estimate of the distribution. A very careful study of actual loss of students in thirteen institutions was made by President J. R. Harker of Illinois Woman's College, and discussed in his address to the Federation of Illinois Colleges, April 26, 1915. This was a follow-up study of students actually returning (in contrast with the study of net loss by Dr. McLeod), and returns were made by the following institutions: Augustana, Carthage, Eureka, Greenville, Hedding, Illinois, Illinois Woman's, James Millikin, Lake Forest, Lombard, Monmouth, North-Western College and Shurtleff. A great variation in returns was evident, one college losing only 43% of the freshman class in the entire course, another losing 92%. The tendencies portrayed in the chart on page 52 covering the classes entering in 1906 to 1910, inclusive, indicate an average loss far more serious than that presented in the McLeod study.

(Some of this loss undoubtedly is accounted for by the use of the follow-up method which does not include admission of new students to upper classes or those falling back in the course as does the net loss method. The follow-up method is preferable from the standpoint of retaining students for a continuous course; from the standpoint of maintaining general attendance and class distribution of students, the net loss method is satisfactory.)

Only a few returns were made showing the present situation in contrast with that reported by President Harker; these are included here but are too fragmentary for generalization.

Average Loss 3 Classes Grad. in		Fr.	So.	Jr.	Sr.
1915-17 incl.	North-Western College.	100%	80.0%	63.8%	66.4%
1915-17 incl.	Wheaton	100%	61.7%	56.4%	46.1%
1915-17 incl.	James Milliken.....	100%	51.8%	30.0%	28.6%
1915-17 incl.	Knox	100%			46.82%
1915-17 incl.	Lake Forest.....	100%			37.85%
1914-16 incl.	Ill. Wesleyan.....	100%	55.7%	36.2%	44.3%
1914-16 incl.	Northwestern Univ....	100%	89.0%	49.2%	44.5%
1914-16 incl.	Hedding	100%	59.5%	36.0%	39.0%
1913-15 incl.	Carthage	100%	66.2%	48.6%	52.7%

Setting the record of loss of students in higher education over against that in secondary and common schools we find a gradual increase but no very appreciable difference in the curve of mortality. An exceedingly important contribution to this subject yet to be made lies in the careful analysis of causes all along the line by age, types of institution, and courses. Some general progress has been made on this point. President Harker set down the causes of student defection:

1. Financial inability to remain at college.
2. Poor preparation and inability to do college work.
3. Universities, technical and professional schools drawing from smaller colleges.
4. Lack of desire for complete course.

In discussing this subject at the annual meeting of the Association of American Colleges, January 13, 1917, President Eaton of Beloit College developed the first three especially in the light of local experience. Of 116 students leaving Beloit during the year 1915-16 and at its close, poor scholarship accounted for 40, financial and family reasons for 33, illness for 4, and the drawing power of technical and professional courses in universities 39. Loss of men is far heavier than of women. Lake Forest College reports the analysis of losses for the last seven years as follows: Due to poor work, 51; illness, 30; financial or family reasons, 98; business, teaching, or other work, 86; transferred to other institutions, 118. This gives us substantially the same relative emphasis. While the problem of universities is not so serious, those that have discussed this point offer ample confirmation of the above explanations. Purdue University (Pres. Rpt., 1914-15) stresses the fourth reason assigned by President Harker. "Approximately one-half of each class entering the university does not continue to the completion of the course. The reasons are numerous, including lack of funds, inability to do the work, change of plan, etc., but the greater number of such cases may be traced to a lack of definite purpose. Too many students enter

college without a proper conception of the requirements or ideals. They lack persistence and soon give up." As between different courses, the loss at Purdue ranged from 51% in engineering, 42.5% in science, to 35.7% in agriculture for the class graduating in 1915. During the last nine years the annual per cent of loss at the close of the freshman year for Miami University has been 31.2%, with a somewhat lower ratio since 1914. The main reasons for withdrawal in 1915-16 were poor scholarship and financial or family reasons. The reasons assigned by Northwestern University for students dropping out between 1913 and 1915 from the liberal arts department were :

To enter other schools of this university.....	40
To enter other colleges or universities.....	53
Illness	19
Low scholarship.....	71
Financial or unspecified reasons.....	115

It appears, therefore, that loss to professional schools is not limited to colleges alone.

What proportion of students leaving a particular college continue on in the liberal arts in a university may roughly be estimated from university figures on new intrants. The University of Chicago had in the senior college in 1915-16 58 students who had done work in other colleges of liberal arts. Of students entering the University of Illinois as undergraduates in 1911-12, 343 came from other universities and colleges, 54 of these from colleges in the state. In 1912-13 the figures were respectively 341 and 47. Northwestern University received 137 by transfer from other institutions into its liberal arts in 1913-14, and 159 in 1915. The latter number included 42 from other colleges in the state. It is evident that so many leaving colleges give up liberal arts training altogether that to trace them further than in this general way would be exceedingly difficult.

PROFESSIONAL DISTRIBUTION OF GRADUATES

It is not to be supposed that mere quantitative measurement of the college product offers more than a partial estimate of the comparative worth of institutions. Nevertheless, the direction in which men of college training are turning in after life is clearly shown by their choice of professions.

In 1912 the statistics of 37 institutions, east and west, 25 of them universities, including the largest in the country, were collected with reference to professional distribution of alumni. All professional schools were excluded and only collegiate departments reported. Probably the conclusions reached represent the main educational tendencies toward professions, although it cannot be said that the small college is fairly represented in the totals recorded. As this study covered the entire nineteenth century, the conclusions reached have a broad basis in fact. The following tendencies were disclosed:

1. Teaching, as a result of a phenomenal rise during a quarter of a century, is taking 25% of the graduates, or about 5% more than any other profession.
2. Commercial pursuits, after an almost equally phenomenal rise, are taking about 20%.
3. Law, although taking one-third of the graduates at the beginning of the century, takes but 15% at its close.
4. Medicine takes between 6% and 7% and has manifested a slight tendency to decline.
5. The ministry takes between 5% and 6%, which marks the lowest point for that profession during the two and one-half centuries of American college history.
6. Engineering pursuits, after a slow but certain rise, take between 3% and 4%.

Northwestern and Chicago universities were represented in the group of institutions from the records of which these tendencies were deduced, but no separate conclusions for those particular schools were scheduled.

PROFESSIONAL DISTRIBUTION OF ALUMNI.

Date	Ministry & Missions	Teaching	Law	Medicine	Farming	Mfg.	Business	Literary	Engineering	Miscellaneous	Total Reported
U. of Illinois (All depts.)	89	4675	1123	347	2621	282	5461	691	2154	5042	22,485
U. of Chicago	83	1981	238	307	39	41	485	80	37	1110	4,431
Northwestern U. (Lib.Arts)	270	491	137	69	5		181	48	15	236	1,442
Illinois College	117	114	145	125	85		138			216	940
Jas. Wilbiken U.	6	66		2			39			72	189
Lincoln College	54	25	45	17			210			59	470
Knox College	112	339	145	93	64	43	180	35		80	1,091
Lake Forest Coll.	85	125	47	24			99			176	556
Lombard College	61	38	29	17	20	10	38	4		9	226
Monmouth College	321	193	66	73	61	25	98	23		32	911
North Western Coll.	154	164	15	22	8		40	8			411
Rockford College	1	87	1	3			4	3			99
Ill. Wesleyan U.	100	120	58	23	59		61	10		15	446
Augustana College	275	113	14	36	3		64	11		2	518
Blackburn College	43	43	33	15	15		149			15	298
Hedding College	53	52	15	9	12	1	23	4		3	177
Mt. Morris College	34%	56%			6%		4%				
McKendree College	119	129	197	38	32	4	58	19	5	25	596
Pleasant View	10	67	3		68		67			100	314
William & Vaenti	1	20	1	1	4			4		5	80

Only with difficulty has it been possible to secure for representative institutions in Illinois any parallel set of facts touching the occupations of liberal arts graduates. Most schools which keep alumni records do so for personal reference rather than for critical examination of what their alumni, as a group, are doing in the world. Indeed, automobile factories and similar organizations know far more about the relative efficiency of their product, particularly the average output, than do colleges. Tables here presented give us the most complete statement possible at this time for Illinois institutions and suggest some observations as between different types of schools. (See page 57.)

For the University of Illinois the only figures available cover all departments. Omitting miscellaneous choices and taking simply the percentage as between professions recorded (see chart page 57), 32% are in business, 28% teaching, 15.5% farming, 13% in engineering, 6.5% in law, 3% in literary pursuits, 1.5% in medicine, and 5% in the ministry. (This is not the per cent of total graduates, but the per cent of the professional choice reported.) Calculated on the same basis, the University of Chicago reports 60% teachers, 15% in business, 9.4% in medicine, 8% in law, 2.6% in the ministry, 2.5% in literary pursuits, and 1.2% each in farming and manufacturing. The graduates reported from Northwestern University are 35% teachers, 11% lawyers, 22% ministers, 16% in business, 4% in literary occupations, 1% in engineering, and 5% in medicine. It is apparent, therefore, that **the universities in the state are turning out a very high percentage of teachers, a large proportion of business men, and a comparatively small proportion of all other occupations.** Although the computation is made on a slightly different basis, these calculations are thoroughly in harmony with the government study reported for the universities the country over.

Turning now to the colleges, in comparison with this university record, and averaging those reported on

PROFESSIONAL DISTRIBUTION OF ALUMNI
Before and After 1900.

Period	Ministry	Missions	General Teaching	Coll. Prof.	Law	Medicine	Farming	Mfg.	Business	Engr.	Literary	Misc.	Total Reported	Total Alumni
U. of Chicago	1892-1900 33	309	76	35	2	99	13	15	221	803	803	803	803	803
1861-1900 91	341	121	45	7	144	19	23	302	1093	1100				
1901-1913 50	1672	192	273	37	41	386	24	65	889	3638				
Illinois Coll.	1835-1900 91	6	24	13	108	74	58	14	92	19	499	605		
1901-1916 16	4	90	6	37	51	27	46	6	10	262	479			
Ill. Wesleyan	1853-1900 65	3	26	9	40	16	50	40	5	191	391			
1901-1916 35	3	74	10	18	7	9	5	21	388	282				
Lincoln Coll.	1868-1900 33	6	44	41	14	150	60	1	3	132	123			
1901-1914 13	3	34	7	4	3	5	60	1	3	132	123			
Lombard Coll.	1856-1900 40	3	20	2	25	10	15	10	31	3	163	369		
1901-1915 13	2	14	1	4	7	5	7	3	3	59	201			
Monmouth Coll.	1858-1900 236	17	38	26	66	60	40	15	59	18	18	593	08	
1901-1913 49	19	120	9	20	13	31	10	39	4	14	318	418		
Knox College	1846-1900 87	119	109	73	31	11	118	28	30	606	1377			
1901-1915 25	230	37	30	34	32	62	19	38	487	781				
Hedding Coll.	1867-1900 33	1	13	1	13	7	8	22	2	1	101	224		
1901-1915 16	3	39	2	2	2	4	1	6	2	2	77	143		
Rockford Coll.	1854-1900	4	31	1	3	1	3	1	6	46	437			
1901-1915	56	56	153	36	30	3	50	2	17	32	462	630		
McKendree Coll.	1841-1900 80	69	14	2	2	1	8	3	2	3	136	202		
1901-1915 39	2	60	14	2	2	1	8	3	2	3	136	202		

page 57, we find the distribution, analyzed in the same way, to be as follows:

Teachers	27.1%
Ministers	23.4%
Business	20.0%
Law	12.4%
Medicine	7.7%
Farming	6.4%
Literary pursuits.....	1.8%
Manufacturing	1.2%

In so far as these tables are representative of the two types of institutions, it is evident that **the college turns out a much larger percentage of ministers and farmers, but that there is no great distinction in the proportion turning to other occupations.** Just how much of this record may be ascribed to the earlier tendencies of the last generation is partially indicated by distinguishing between the period before 1900 and that following (see chart on page 59. The professional distribution for the institutions noted is as follows:

	Before 1900	After 1900
Ministry and missions.....	16.4%	5.4%
Teaching	21.0%	44.5%
Law	15.2%	6.1%
Medicine	7.5%	6.8%
Farming	4.8%	2.7%
Manufacturing	1.1%	1.7%
Business	16.2%	11.9%
Literary	4.0%	2.0%
Engineering .....	.4%	.6%
Miscellaneous	14.0%	18.3%

These figures, including as they do the column of miscellaneous occupations, leave a smaller percentage to be distributed among other groups. We must also remember that a smaller proportion of alumni have definitely settled on their occupations since 1900, as compared with the earlier period. With these two qualifications it is fair to set one period against the other as indicating a tendency toward or away from any particular professions, and it is notable that **the proportion of teachers has greatly increased, while the proportion of lawyers and ministers has noticeably decreased.** (It is not likely that

these figures are greatly modified by the rise of co-education, as they are not based on total alumni, but only those indicating a profession.)

In a peculiar sense the problem of ministerial supply affects both the church and Christian college and calls for closer examination. We have already found that the proportion entering the ministry from larger institutions declined steadily from 1840 to 1900. At the later date it accounted for only 5.9% of the total graduates and was surpassed in numbers by teaching, business, law and medicine. This does not mean that the absolute number in the profession has declined. In 1875 there were 5,234 students in theological seminaries in the United States. This number increased to 5,775 in 1880, 7,013 in 1890, 8,009 in 1900, and 9,806 in 1910. Not all of these, however, were college trained men. (U. S. Comm. Ed. Rpt., 1889; Study by Presbyterian, U. S. A. Bd. Ed.) The Presbyterian Church reports as to its own theological students that state institutions furnished 6%, Christian universities 8%, and Christian colleges 70% during this period. This represents a high percentage of college training. On the other hand, the Methodist Episcopal Church, South, on the basis of reports from 3,517 ministers, finds that only 26.22% were college graduates and 5.5% theological graduates. (Study by Dr. R. H. Bennett, 1914.) Taking the college education by decades, the proportion of graduates had risen to 28.6% in 1890-1900, and fell again to 22.5% for the past 14 years. **It seems undoubtedly true that the colleges in contrast with the universities are supplying the bulk of the ministry. The contribution of colleges to the ministry is declining relatively but increasing in absolute numbers.**

RESUME

From the mass of facts here presented it may be desirable to select those which are of particular significance and to bring them together so that their full force and relationship can be estimated.

1. More than half the liberal arts students in the state attend an institution within fifty miles of home.
2. Illinois draws students very largely from outside the state (30%), mainly from the west.
3. From 1600 to 1800 Illinois students go to other states for liberal arts training, mainly to the east.
4. Enrollment in the common schools has practically reached its limit in the age population and increase is comparatively small.
5. Secondary schools, both state and nation, have increased in attendance at a tremendous rate and are still increasing.
6. The number of high school graduates in Illinois eligible for college has practically doubled in eight years.
7. About one-third of those graduating from high school enter college.
8. There are more students in the state university expressing preference for leading denominations than there are students of those denominations in their own church schools respectively.
9. Only one-fourth of the students in the state expressing church preference are in their own denominational schools respectively.
10. Cities of over 50,000 send a larger proportion of eligible students to college than do smaller towns.

11. Illinois has 37 institutions doing work of college rank in the state, in addition to normal schools and junior colleges connected with high schools.
12. There is an excessive overlapping of college territory in the state, indicating poor distribution of institutions.
13. There are 17,718 students of college rank (all graduates of four-year high schools) in the state doing full work ;
9,233 in liberal arts,
5,166 in technical courses,
3,319 normal.
14. A careful estimate indicates there will be about 22,000 college students in the state four years from now, an increase of about 4,300. Perhaps 2,500 of these will be liberal arts, and of that number the larger institutions will get the greatest share.
15. Of the liberal arts students 18 per cent are in the state university, 57 per cent in three large universities, 33 per cent in 12 largest colleges, only 10 per cent in 19 other institutions.
16. Junior college work has not as yet assumed numerical proportions seriously affecting regular college.
17. Private high schools and academies have ceased to play an important part numerically, either in state or nation.
18. No clear line of distinction exists as between university and college, the latter including, in many cases, departments duplicating university work.
19. A large number of divinity schools, in many cases connected with colleges, strengthen the religious life on college campus.
20. Freshmen in the state report choosing institutions primarily because of location and educational standing, only slightly because of church connection, athletics, and other factors.

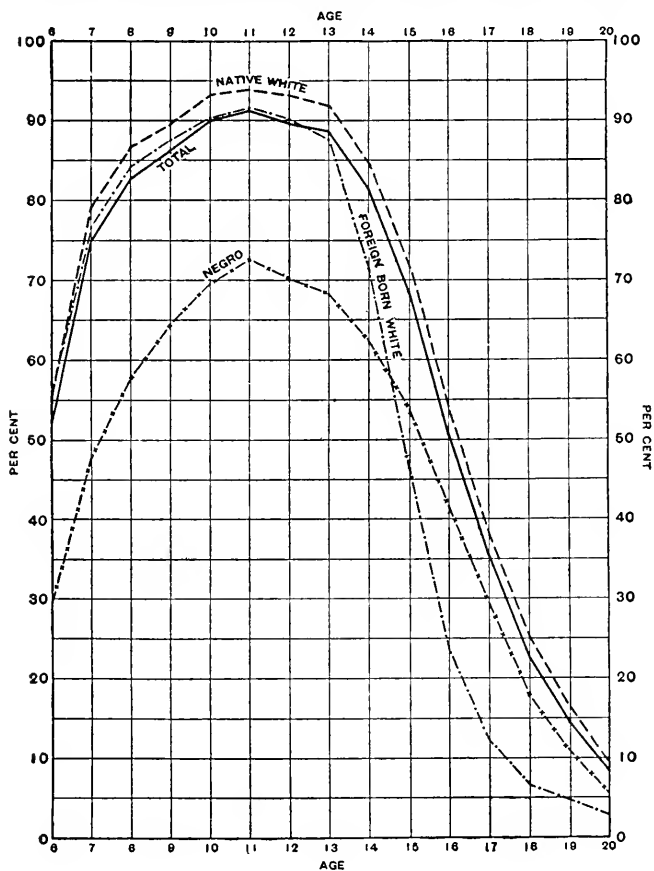
21. There is a **fairly steady** loss of students throughout the entire school system from first grade to senior year in college.
22. Student mortality in college is greater in the west than in the east, among men than among women, greater during first two than last two years of the course, greater among colleges than universities.
23. In the last century a larger proportion of university graduates have gone into teaching and commercial pursuits, and a smaller proportion into law, medicine, and especially the ministry.
24. This is substantially true for Illinois universities at the present time.
25. This is substantially true for Illinois colleges as before and after 1900, but the loss in the ministry is not quite so great.

These and other more detailed facts here included have a considerable bearing on problems of college advertising and administration, but it is possible to deduce more than a mere scattering of conclusions, and to see in this material a definite relationship of some importance both to church and school.

Undoubtedly the college is no longer the purely individual institution of two generations ago, but it has been swept into great educational currents which it cannot safely ignore. It is a part of an educational system, and in the last analysis it will stand or fall with the nature of its contribution and relationship to that system.

GENERAL CHARTS

4. PER CENT ATTENDING SCHOOL IN THE TOTAL POPULATION
AND IN CERTAIN CLASSES 6 TO 20 YEARS OF AGE: 1909-10



EDUCATIONAL PROGRESS IN THE UNITED STATES

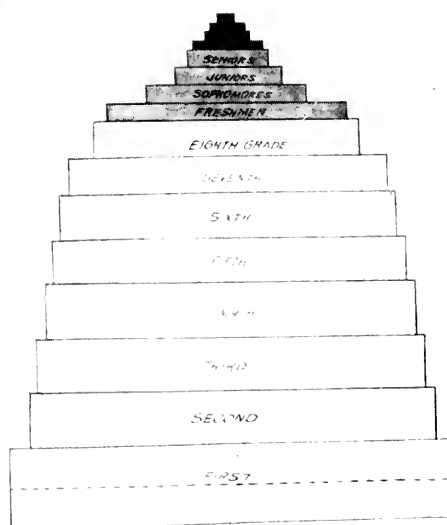
1877		1913
16,422	Professional Schools	49,001
66,737	Universities and Colleges	202,231
27,765	Normal School Enrollment	94,455
98,485	High School Enrollment	1,283,000
\$198,554,584	School Property	\$1,345,116,371
8,965,000	School Enrollment	18,523,558
14,025,800	School Population	25,499,928
46,112,700	Population	97,163,330

SCHOOL SYSTEM IN UNITED STATES

1913 - 14

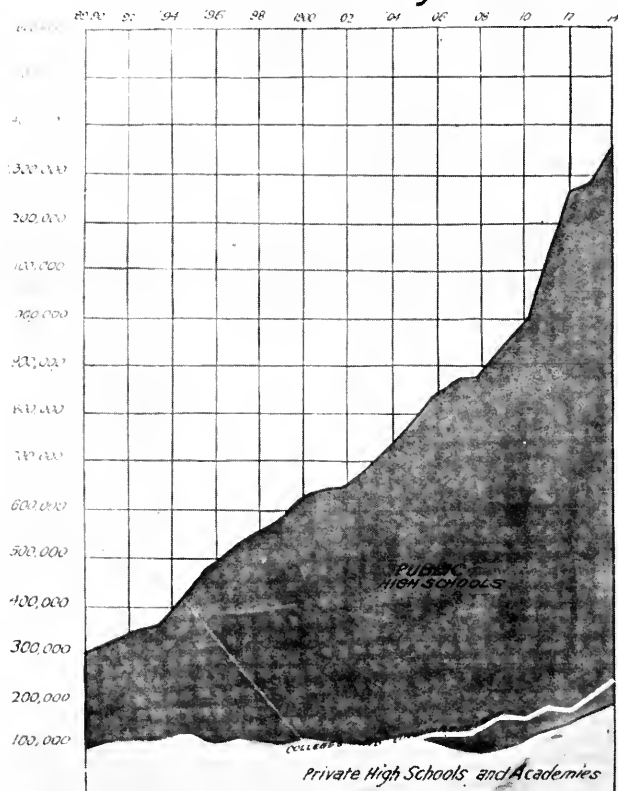
Grades, High Schools,
Colleges and Universities

(Attendance indicated by volume)

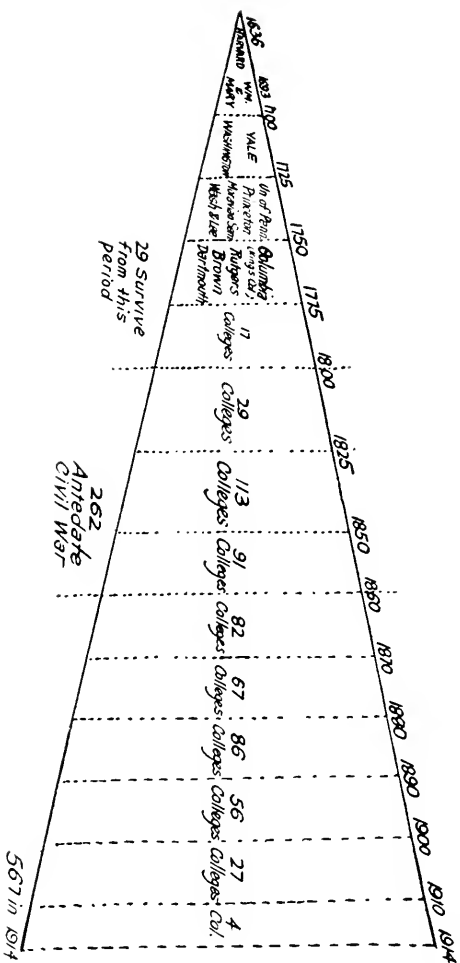


GROWTH of ATTENDANCE

Public and Private High Schools

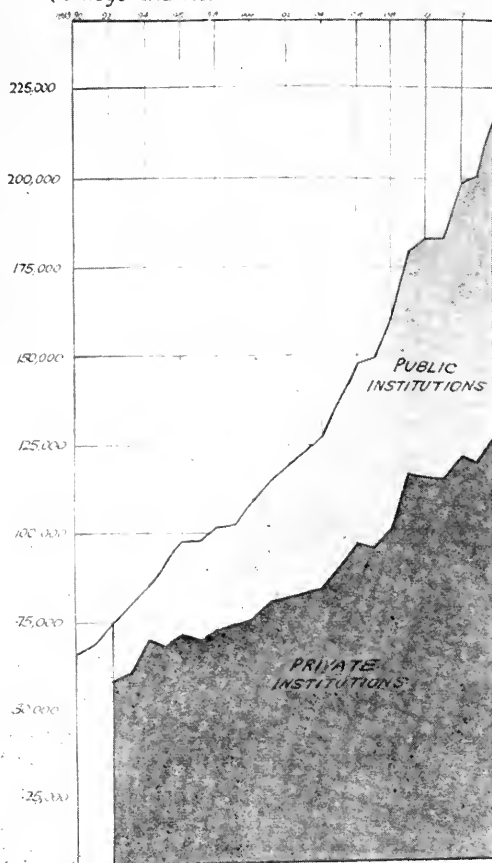


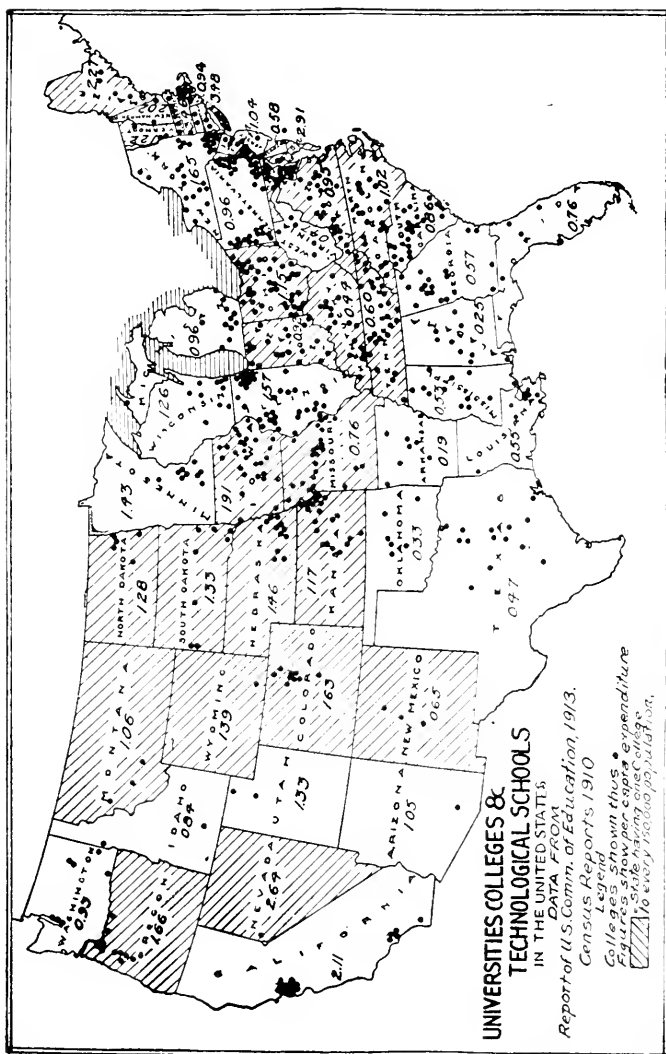
GROWTH OF COLLEGE MOVEMENT in American History.



COMPARATIVE GROWTH

of Public and Private Colleges and Universities
(College and Resident Graduate Students)





RELIGIOUS INSTRUCTION

1915 - 6

203 Colleges Reporting

38 Methodist	27 Presbyterian	25 Baptist
35 Scattering	9 Lutheran	69 Non-Sectar

Endowed Bible Chairs

33

Full Time Bible Professors

(10 hrs. per wk.) **57** avg. course 42.7 hrs.

Part Time 52 " " 11.3 -

Scattered Departments 35 " " 13.8 -

Instruction by President 24 " " 10.1 -

Bible Required by 138 Colleges

4 hours or less 44 Colleges

5 or 6 " 25 "

8 " 46 "

over 8 " 14 "

Bible Offered

Avg. Offering (7 colleges) 50 hours in depts. of
Biology - Chemistry - Greek - Latin-English
History - Political Science - Mathematics

Only 14 of 203 offer 50 hours in Bible
59 offer 8 hours or less.

RELIGIOUS WORK *at* STATE INSTITUTIONS

Capital 1913-14
147,293,315

Enrollment
150,000

Faculties

47 Universities

7,545

Bible Class Teachers 502
Church Officers 726
Members or Attending 4,073

25 of 51
offer no
biblical
subjects.

26 offer
scattered
courses.

(Students 6 to 207)

3335 students
(41 inst. 1913-14)
united with
local churches.
458 preparing
for ministry.

Student Preference

1914-15

Baptist	8,289	Lutheran	3,504
Congregational	6,330	Methodist	19,480
Christian	4,019	Presbyterian	13,406
Episcopal	6,261	Catholic	5,142
Friends	288	Unitarian	666
German Reform	341	United Breth.	392
Hebrew	1,095	United Presb.	234
Others	8,380	No Preference	28,337

TOTAL 108,982

15
Universities
hold no
Chapel
Service

8
Universities
credit work
at
Bible Chairs

2,159 students
(21 inst. 1915-16)
united with
local churches
347 preparing
for ministry.

Work by Churches

Student Pastor
Baptist { 9 Full Time
6 Part "

Presby. 11
Episcop. 4
Catholic 6

Through
local church
Congregational
Episcopal
Presbyterian
Unitarian
Methodist

Student Chapel
Baptist 22
Presbyterian 3

Lutheran 1
Episcopal 1
Catholic 13
Disciple 6
Congreg'l 1
Methodist 3

Bible Chair
or Courses
Presbyt. 6

Episc. 1
Disciples 6
Congr'l 3
Methodist 2

Clubs and
Dormitories
Episcopal 14

Y.W.C.A.

NORTH AMERICA

FIELD

141,292 Women Students

AGENCIES

67		28
<i>Resident Secretaries</i>		<i>Traveling Secretaries</i>
<i>721 Associations</i>	<i>12 Buildings</i>	<i>\$201,456 Budget</i>

WORK

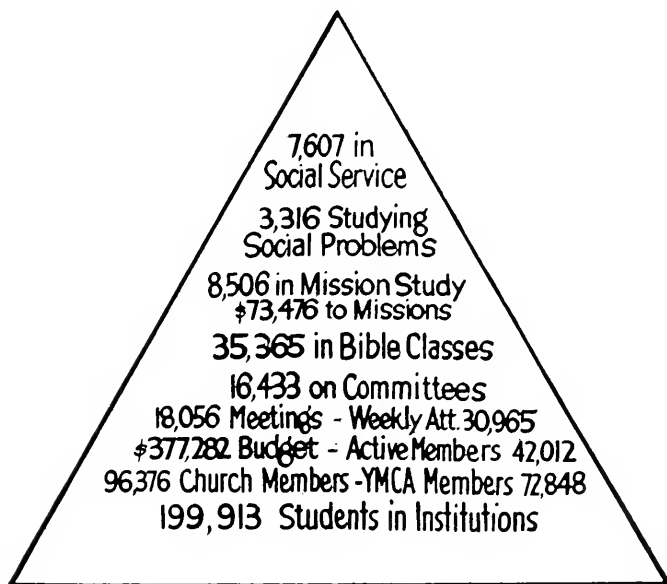
3356	939	19,332
<i>Missionary Meetings</i>	<i>Mission Study Classes</i>	<i>Religious Meetings</i>
1,038		227
<i>Bible Classes</i>		<i>Social Problem Classes</i>

RESULTS

<i>To Foreign and Missionary Work</i>	<i>Studying Missions</i>
<i>\$49,324</i>	<i>13,629</i>
61,569	20,516 in Bible Classes
<i>Members</i>	19,618 in Sunday School Classes
28,709	3,681
<i>Average Attendance</i>	<i>Studying Social Problems</i>
<i>Community Service</i>	<i>Summer Camp Delegates</i>
<i>310 Assn.</i>	<i>3,108</i>
	<i>Thrift Clubs</i>
	<i>10,000 Members</i>
	<i>Prison Camp Fund</i>

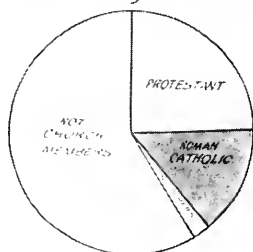
YMCA

NORTH AMERICA

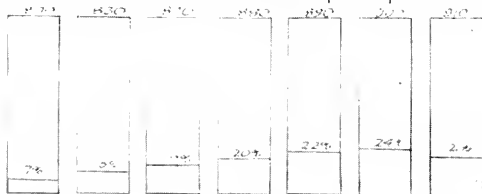


CHURCH MEMBERSHIP in United States

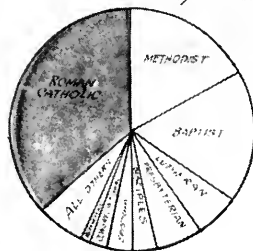
Population of United States by Church Membership 1906



Ratio of Protestant Church Membership to Population in US



Church Membership in United States by Principal Families 1906





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